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ABSTRACT

The manual is intended to examine procedures in Florida school districts for evaluating handicapped students who don't speak English. A brief introductory section reviews the history of state and federal policy on the issue and summarizes the state's efforts to date. A subsequent section cites regulations and recommendations for practice in the following areas (sample subtopics in parentheses): screening, referral (language dominance testing), student evaluation (test selection, training and use of interpreters/translators), determination of educational placement and eligibility, and provision of an individual educational program. A second section stresses the importance of cultural awareness for evaluation personnel and profiles Cuban, Mexican-American migrant, Puerto Rican, Haitian, Vietnamese, Greek, and Russian children. Due process forms in nine languages (English, Chinese, French, Greek, Haitian Creole, Portuguese, Russian, Spanish, and Vietnamese) are appended as is a glossary of special education terms translated into Spanish and Vietnamese. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME III-B

Evaluating the Non-English Speaking Handicapped

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

Reprinted
March 1983

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FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Florida Department of Education Publications in Exceptional Student Education

The following is a list of publications developed by the Bureau of Education for Exceptional Students to assist local school systems in the provision of special programs for exceptional students. For additional information, please contact:

Mrs. Linda D. Schroeder, Consultant
FDLRS Clearinghouse/Information Center
Florida Department of Education
Bureau of Education for Exceptional Students
Knott Building
Tallahassee, Florida 32301
Telephone: 904/488-1879 Suncom: 278-1879

RESOURCE MANUALS

Laws and Rules

___ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.

___ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptional Students - P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.

___ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida Department of Health and Rehabilitative Services, 1980.

Program Manuals

___ Volume II-A: Visually Impaired

___ Volume II-B: Mentally Handicapped, 1982.

___ Volume II-C: Speech and Language Impaired, 1979.

___ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing

___ Volume II-E: Emotionally Handicapped, 1981.

___ Volume II-F: Specific Learning Disabilities, 1980.

___ Volume II-G: Gifted, 1980.

___ Volume II-H: Homebound/Hospitalized, 1980.

___ Volume II-I: Physically Impaired, 1977.

___ Volume II-J: Occupational and Physical Therapy, 1982.

___ Volume II-K: Deaf-Blind, 1982.

Topical Manuals

___ Volume III-A: Individual Educational Programs, 1980.

___ Volume III-B: Evaluating the Non-English Speaking Handicapped, 1982.

___ Volume III-C: Mediation and Due Process Procedures, 1982.

___ Volume III-D: Maintaining Education Records of Pupils and Adult Students, 1982.

___ Volume III-E: Alternative Communication Systems for Non-Vocal Students, 1982.

___ Volume III-F: Electronic Communication Devices for Visually Impaired Students, 1982.

___ Volume III-G: Alternative Delivery Systems for Homebound/Hospitalized Students, 1982.

___ Volume III-H: Supplement User's Guide AAMD ABS-PSV, 1981.

___ Volume III-I: Computer Assisted Instruction and Support for the Handicapped: Interim Report, 1982.

Training Manuals

___ Volume IV-A: Training Manual for School Bus Drivers Transporting the Handicapped, 1982.

___ Volume IV-B: A Training Manual for Teachers of the Homebound/Hospitalized Student, 1980.

Curriculum Planning Resources

___ Volume V-A: Curriculum Planning Resource Manual for Developmental Skills and Communication Skills; Hearing Impaired: Deaf and Hard of Hearing, 1977.

___ Volume V-B: MODELL: Music or Drama to Enhance Language Learning, 1982.

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME III-B

Evaluating the Non-English Speaking Handicapped

Bureau of Education for Exceptional Students

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

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In the Fall of 1979, the State Department of Education, Bureau of Education for Exceptional Students, called for project submissions for Special Projects for Statewide Unmet Needs to be submitted under the Education for All Handicapped Children Act, 1975 (P.L. 94-142, Title VI-B).

The areas of state-wide need which could be addressed included "Instrument Validation and Procedural Guidelines to Ensure Non-Biased Evaluation of Minority Students."

The Dade County Public Schools submitted a proposal under the above area of need. It was titled "Evaluating the Non-English Speaking Handicapped." This project was funded from February, 1980 to June 30, 1980 and re-funded for the 1980-81 school year. This Procedures Manual is one product of the project.

EHA VI-B

Special Project

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Mr. Claude Charles - Haitian Consultant, D.C.P.S.

Dr. Dorothy Flores - Assistant Professor, F.I.U.

Mr. Cipriano Garza - Migrant Child Program, D.C.P.S.

Dr. Marisal Gavilan - Associate Professor, F.I.U.

Mrs. Stephanie Lelekis - Greek Consultant

Dr. Linda Peterson - Instructor, University of Miami

Dr. Patricia Peterson - Assistant Professor, F.I.U.

Dr. Lamar Ross - Cultural Anthropologist

Dr. Tam Dang Wei - Vietnamese Psychologist, Urbana, Illinois

Developed by:

Dade County Public Schools
Division of Exceptional Student Education
Wylamerle G. Marshall, Executive Director

Evaluating the Non-English Speaking Handicapped Project
Carol A. Fineman, Project Consultant
Amparo Maldonado Ross, Bilingual Psychologist
Joseph L. Jackson, School Psychologist
Hilda Peres, Project Secretary

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SECTION I

INTRODUCTION

A. HISTORICAL PERSPECTIVE

Title VI, Section 601, of the Civil Rights Act of 1964 provides that no person shall be discriminated against because of race, color, or national origin in any program or activity that receives federal financial assistance. The Office of Civil Rights (OCR) is directly responsible for enforcing these regulations. As part of that responsibility OCR issued a memorandum in July of 1970 entitled Identification of Discrimination and Denial of Services on the Basis of National Origin. This memo was sent to all school districts having more than 5% national-origin minority group children. Its stated purpose was to clarify policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin-minority group children deficient in English language skills. Among the areas of concern for compliance was the charge that school districts not "assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills". (Federal Register, July, 1979, 35:11595).

More recently an OCR memorandum entitled Elimination of Discrimination in the Assignment of Children to Special Education Classes for the Mentally Retarded (1973) sets forth specific guidelines for psychological and educational assessment practices in the schools. Included in the general guidelines is the requirement that any racial or national origin minority student may not be assigned to a class for the mentally retarded unless there has been a careful review of psychometric data from academic aptitude and achievement indicators, together with medical and sociocultural background data, teacher's report, and adaptive behavior data. The thrust of the overall guidelines is to insure that school psychologists and others on the diagnostic team have adequately accounted for cultural factors which may have affected test scores.

A third major policy memorandum was issued by OCR in August, 1975. This memo further elucidated the procedures for the assignment of children to special education programs. In particular, the memo noted that failure to use test materials and assessment devices which are nondiscriminatory to children of racial or national origin minority groups is a violation of Title VI.

The most recent and most specific piece of legislation is P.L. 94-142 section 121a532 which states that tests and other evaluation instruments must be "provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so."

In response to federal legislation, state legislation is typically enacted to provide further guidelines for school districts attempting to comply with federal regulations.

Florida State Board of Education Rule 6A-6.33(b), states:

> "The district's evaluation procedure shall provide for use of valid tests, and evaluation materials by trained personnel, in conformance with instructions provided by the producer of the tests and evaluation materials. For children not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child."

This rule, then, makes clear the requirement for assessment procedures specifically tailored for the individual child's needs.

These federal and state mandates have grown out of many recent court decisions involving the language bias of test instruments which have been used to place children. Among them are:

> Diana v. California Board of Education (1970). The plaintiffs were migrant, Spanish-speaking, elementary school-age children who had been tested on an English test of intelligence and placed in educable mentally retarded (EMR) classes. The complaint was filed in 1970 as a class action suit on behalf of all similarly placed children in California. The relevant issues included: stigma, irreparable harm, unequal educational opportunity, and bias in the tests and testing practices. The case was settled out of court.

This settlement was unique in its far-reaching provisions:

1. It ordered the re-testing of all such children in California using both English and Spanish;

2. it called for monitoring the representation of all Hispanic children in EMR classes;

3. it proposed that an intelligence test appropriate for these children be developed and normed; and,

4. it provided for the use of non-verbal tests of intelligence to diagnose mental retardation.

Of particular importance in the Diana case was the agreement to affect changes on both local and state levels towards minimizing unfair and inappropriate testing practices.

> Lau v. Nichols (1974). This case involved the failure of the San Francisco Unified School District to provide educational services in their native language, or English language instruction, to 1,800 students of Chinese ancestry who did not speak English. The Supreme Court decision determined that educational services must be provided in the non-or limited-English speaking student's primary language until he or she had acquired sufficient English proficiency to participate in, and benefit from, a program offered only in English. The Lau Remedies, which are the Federal

provisions for compliance with this Supreme Court decision, apply to the selection process (assessment) as well as actual instruction for non- or limited-English speaking students who may require special education programs. The School District's entire educational program, including evaluation and programs for non- or limited-English speaking handicapped students, is subject to review by the Office of Civil Rights (Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful under Lau v. Nichols. Summer, 1975).

Other similar cases are:

Arreola v. Santa Ana Board of Education, and Covarubias v. San Diego Unified School District, both of which challenged current assessment practices directly.

These court cases, coupled with legislation, have stimulated a national concern for the improvement of testing practices. This concern is manifested at federal, state and local levels.

Assistance to the states is provided through the Bilingual Education Act of 1968. In recognition of special education needs of large numbers of children of limited English speaking ability in the United States, Congress declared it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. For the purpose of this title, "children of limited english speaking ability" means children who come from environments where the dominant language is other than English.

This manual is an effort to help meet the special education needs of limited English speaking children. In particular, it is intended to assist districts with appropriate evaluation and notification procedures for non-English speaking handicapped students.

B. STATUS OF FLORIDA'S PROGRAMS FOR THE NON-ENGLISH SPEAKING AND LIMITED ENGLISH SPEAKING HANDICAPPED

At the time of the Fall, 1980 student membership count, Florida school districts reported 120,662 Hispanic students, or 7.99% of the pre-school through 12th grade population. The districts also reported 11,737 Asian American/Pacific Island students and 1,758 American Indian students. No specific count is available for other language groups.

Minorities have an even greater impact on some Florida districts than is reflected in statewide figures. Hispanic students make up 37.63% of the student population in Dade County, 19.26% in Hardee, 19.09% in Collier, 13.91% in Hendry and 13.01% in Monroe. Asian students are most prevalent in Okaloosa, Escambia, Bay and Monroe counties although Dade and Duval have the highest actual members of such students.

As compared to the 7.99% Hispanic population in Florida's schools, Hispanics make up the following percentage of various exceptional student programs:

Educable Mentally Retarded	3.49%
Trainable Mentally Retarded	7.82%
Profoundly Mentally Retarded	5.92%
Learning Disabilities	6.92%
Emotionally Handicapped	2.85%
Speech and Hearing Impaired	4.85%
Gifted	1.45%

Twenty-one Florida districts have bilingual programs. Languages covered by one or more district programs are:

Arabic	Japanese
Burmese	Korean
Cantonese	Mandarin
Chinese	Miccosukee
Finnish	Polish
French	Portuguese
German	Russian
Greek	Spanish
Haitian Creole	Tagalog
Hebrew	Thai
Italian	Vietnamese

A needs assessment questionaire regarding evaluation of language minorities was mailed to all Florida districts as part of this project. Thirty-six districts (53.7%) responded. Most did not have evaluation instruments in other languages available to them and expressed the need for greater diagnostic information. Non-verbal tests were used with some frequency as was the utilization of interpreters/translators. It was apparent that development of statewide procedures was desirable to the respondents.

SECTION II

RECOMMENDED PROCEDURES FOR SCREENING, EVALUATION AND PLACEMENT OF NON-ENGLISH AND LIMITED ENGLISH SPEAKING STUDENTS

A. PROCEDURES FOR SCREENING - SBER 6A-6.341(b)

"Screening is that process by which a rapid assessment is made of a given population to obtain potential candidates who may fit a particular profile. Describe the population to be screened and the process to be used. Include the names of screening instruments where appropriate."

AUDIOMETRIC SCREENING

Middle-ear impedance (tympanometry) screening instruments may be used to measure middle ear functioning with no language involvement.

For screening with an audiometer it is advisable that the student be given instructions in his/her native language or the students may be trained to respond to sound through a modeling or demonstration procedure. Even pre-school age children can easily be taught to raise their hand or clap when a sound is heard.

VISION SCREENING

The Apple-House-Umbrella vision screening materials may be used with children of all language groups. The student may be taught to point to the same symbol or can use any word in their own language to designate the three symbols.

SPEECH AND LANGUAGE SCREENING

This screening requires the availability of a speaker of the child's native language, who may be a teacher, or the child's parent if he or she can also communicate in English. The screener can obtain language development information from the informant by asking if the child can meet each criteria level as given on the Denver Developmental Scales or other screening test.

The Screening Test for Auditory Comprehension of Language, by Elizabeth Carrow, published by Teaching Resources, may be used to identify children 3 to 6 years of age with receptive language problems in Spanish.

COGNITIVE SCREENING

This area is the most difficult to measure as different cultural groups may have varied developmental expectations for young children. If a number of children from similar backgrounds can be compared on adaptive behavior and developmental screening tests, those who perform outside of the norm for their group may be noted. The Cooperative Pre-school Inventory, Spanish version, from A. Wesley Co. is a useful tool for screening in areas necessary for school success. Norms are based on Hispanic students in nine states.

MOTOR SCREENING

Gross and fine motor screening may be accomplished through giving instructions in the student's native language with or without accompanying demonstrations as needed. The Denver Developmental Screening Inventory has fine and gross motor sections.

SCREENING OF NEW ENTRANTS

Districts which receive a number of new entrants should work through their regional Child Find System to obtain initial screening for pre-school age children and refer to District procedures for school age children. Emphasis should be placed on sensory and physical handicaps and severe retardation. Minor emotional or intellectual deficits may be related to cultural and situational causes and students failing initial screening in these areas should be rescreened after a period of adjustment to their new environment.

B. PROCEDURES FOR REFERRAL - SBER 6A-6.341 (2)(c)

> "Referral is the process whereby a parent or guardian, school personnel or appropriate public agencies may request assessment of the abilities of a student. Describe process used for referring students for additional assessments. Include the sources of referrals and the assignments of responsibility for action."

Each district needs to establish appropriate referral procedures when a non-English speaking handicapped student is considered for an evaluation.

CHILD STUDY TEAM

It is expected that each school will routinely utilize available support services such as psychologists, visiting teachers, counselors, remedial reading, bilingual programs, English as a Second Language (E.S.L.) and other curriculum support personnel as a means of accommodating varying students needs. Teachers and principals will call on such services when modification of the learning environment is indicated for any individual or group of students. An appropriate extension of this process is the establishment of a Child Study Team (CST), in each building, which would hold screening conferences to consider the needs of an alternative instructional modifications for students presenting problems of a learning and/or behavioral nature or who may be candidates for the gifted program.

There should be a written plan, prepared by the principal, on file that would indicate the functioning of the CST, and specify the frequency and circumstances for meetings designed to discuss alternative educational strategies for students who are exhibiting problems. Medical records, parent and teacher observations, social histories, educational progress charts and counselor reports would be the basis for determining whether proposed alternative educational strategies should focus on instituting behavior management intervention, shifting teacher assignments, restructuring curricular activities, altering classroom environments, requesting vision/hearing/speech evaluations and their results, or instigating more parental involvement. The primary function of the CST is to devise educational strategies, for students with problems, that utilize all resources at the building level before referrals are made for the formalized evaluation process by a multidisciplinary/diagnostic team. A discussion and review of strategies used may influence decisions to change, deny, continue or modify special education placement.

Every effort should be made to secure involvement of the parents in this process. Among the important information parents can provide are details about the student's language, educational health and developmental history. The team can determine if the curriculum being used assumes that this child has developed readiness skills at home that in reality he/she hasn't had the opportunity to develop. It can also determine if the student has had sufficient former educational experience to be compared with other students of his/her chronological age. Details of schooling in the country of origin (when appropriate) can

assist the team in determining whether the child received special services or was appropriately included in regular programs. Aspect of cultural differences which may be misinterpreted by referring teachers should be discussed.

The referral should include descriptive samples of behavior rather than opinions of the referring agent and should include supportive observations from several sources. Care should be taken to give at least a 2 or 3 month settling in period for new refugees, entrants from other countries, and kindergarten or first grade entrants from non-English speaking households before referrals are initiated. Exceptions for this should be made for students who fail hearing or vision screenings or who show evidence of severe handicapping conditions which would not permit placement in regular programs.

LANGUAGE DOMINANCE TESTING

One of the most important steps in language dominance testing, which is often neglected, is an accurate determination of a student's primary language and relative language proficiency. A Hispanic surname does not automatically indicate that a student needs evaluation in Spanish. Some students may have basic information in the home language but perform more proficiently in English in academic areas. Evaluation in both languages can often be a useful diagnostic tool. Language dominance and English language proficiency information should be a standard part of the referral packet for all students from non-English language backgrounds.

Each district is required as stated in the Lau Remedies to have established language dominance testing procedures to determine a student's eligibility for bilingual programs. Exceptional student personnel should determine how best to utilize dominance tests.

1. Recommended Language Dominance Tests

   Many Spanish-English language dominance tests are on the market. This is unfortunately not true for other languages.

   The following tests are recommended for language dominance assessment of Hispanics and are available for loan through the Florida Diagnostic and Learning Resources System-South and the Bureau of Education for Exceptional Students Clearinghouse/ Information Center.

   Bilingual Syntax Measure

Publisher:	Psychological Corporation
Standardized:	1974
Ages/Grades:	K-2
Time Required:	15 minutes
Can be Administered by:	Anyone trained (teachers, school psychologists, counselors, etc.)

The test classifies the child in one of five levels of English or Spanish proficiency based on responses to cartoon-type pictures. It is possible to administer both English and Spanish to determine language dominance. Teachers probably need to practice scoring or have a workshop on it. The test uses syntax instead of vocabulary because of its relative stability across dialects. Validity and reliability data are adequate.

Home Bilingual Usage Estimate

Publisher:	Rudolph Skoczylas
Standardized:	No standardization
Ages/Grades:	K-6
Time Required:	6 minutes
Can be Administered by:	Teachers or aides.

According to the author, the instrument measures a person's language usage in the home. It yields a single score which classifies the person according to criterion scale as English monolingual, English dominant, apparent bilingual, Spanish dominant and Spanish monolingual.

James Language Dominance Test

Publisher:	Learning Concepts
Standardized:	1974
Ages/Grades:	K-1
Time Required:	10 minutes
Can be Administered by:	Professional or paraprofessional, fluent in Spanish.

This test was designed to assess language dominance of kindergarten and first grade Mexican-American children, in both oral production and comprehension areas. Classifications include: Spanish dominant, English dominant, bilingual with Spanish as home language, bilingual with Spanish and English as the home languages, etc.

This test is one of the most carefully devised for testing language dominance. The major problem is that the norms and items are designed for Mexican-Americans. However, James suggests that if 10% miss a production item or produce the same variation, or 50% miss a comprehension item, it should be considered to be a dialectic or regional factor. This partially solves the problem of inappropriate norms.

Language Assessment Battery (LAB)

Publisher:	Houghton Mifflin
Standardized:	1976
Ages/Grades:	K-12
Time Required:	15 minutes
Can be Administered:	Classroom teacher, bilingual school personnel.

This test was normed on Puerto Rican children in New York City and is better for assessing reading, writing and listening comprehension than oral production. The test is given in English and Spanish to determine relative dominance.

Language Assessment Scales (LAS)

Publisher:	Linguametrics
Standardized:	1977-78
Ages/Grades:	K-12
Time Required:	15-20 minutes
Can be Administered by:	Bilingual teacher

The LAS is a test of oral language proficiency in Spanish and English which measures phoneme production, ability to distinguish minimal sound pairs, oral lexical production, aural syntax (sentence) comprehension, oral syntax production and language ability in everyday situations. There are two levels of the test. Level I covers from K-5, and Level II covers 6-12. The test is individually administered, and can also be used as an achievement test.

Language Assessment Umpire (LAU)

Publisher:	Santillana
Standardized:	1974-76
Ages/Grades:	K-8 grade
Time Required:	15 minutes
Can be Administered by:	Bilingual teacher.

This test places emphasis on the relationship between language and cognition. The test identifies the stronger cognitive language, the language in which the student (and teacher) will have the greatest success. Results allow the child to be placed in a LAU category.

The test uses antonyms, association, sentence repetition and numbers reversed. LAU identifies language dominance, establishes program entry, and exit criteria, and provides important background data for English/Spanish placement. This instrument can also be considered an achievement test in Spanish.

There appear to be no major biasing factors. Acceptable correct answers are varied so dialectic or regional differences are not an issue. The manual has useful suggestions for prescribing curricula for the various language categories. Scores are based on differences in proficiency of the child's two languages.

Spanish-English Language Performance Screening (S/ELPS)

Publisher:	Southwest Educational Development Lab
Standardized:	1976
Ages/Grades:	4-5 years
Time Required:	15 minutes
Can be Administered by:	Teacher.

This test classifies the child into one of five categories based on levels of English/Spanish. A sixth category may be used where information or verbalizations are too few for adequate classification.

Categories are relatively broad and thus are to be used for screening, not for diagnostic purposes. Measures are based on oral production. Some listening comprehension is involved but does not yield a comprehension score. Yields six categories which give a good idea of what teaching strategies should be used.

The following test is recommended for language dominance assessment of other language groups:

The Short Test of Linguistic Skills

Publisher:	Chicago Board of Education
Standardized:	Information not available
Ages/Grades:	3-8
Time Required:	10 minutes
Can be Administered by:	Anyone trained. Languages: Arabic, Chinese, Greek, Italian, Vietnamese, Phillippine, Spanish and Polish.

The test measures achievement in the basic skills of listening, speaking, reading, and writing, in both English and the second language. The test can be administered to children in grades 3-8.

For purchasing information, please, contact Mrs. Maria Acierto, Department of Research and Education, Chicago Board of Education, 2021 N. Burling, Rm. 215, Chicago, IL 60614 (telephone 312-641-7306.)

2. Other Available Language Dominance Tests Not Specifically Recommended

Addresses of test publishers referred to in this manual are listed in Section IV. B.

Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilingual, 1974, ages 10 and above. Department of Romance Language, CCNH, N.Y., NY. Designed to identify an

individual's dominant language. Consists of a 100-word list which provides the critical stimuli.

Crane Oral Dominance Test, 1976, ages 4-8, Crane Publishing Company. This test measures the ability of a student to remember English and Spanish words and uses this to determine dominance.

Dos Amigos Verbal Language Scales, 1974, ages 5-0 to 13-5, from Academic Therapy Publications. Designed to identify the student's dominant language and the comparative development of his English and Spanish language skills.

French Language Test of Basic Concept (FLTBC), 1976. The FLTBC is designed in 7 levels, K-6. Each level has its own examiner's manual. Instructions for administering must be followed exactly. All sections may be given in class groups with proctors. Each of the sections have: linguistic structure, reading readiness, math, and social sciences. The student will listen to word pairs in English and French and repeat what he/she remembers. It takes about 20 minutes with each individual.

Pictorial Test of Bilingualism and Language Dominance. The test is most commonly used on grades K-1. Published by Stoelting Co. The major purpose of this test is to provide procedures for the objective approach to establish a child's language development in English and Spanish (bilingualism) and additional procedures to determine the favored or predominant language (language dominance).

Student Placement Questionnaire, ages 16 and over. Project Frontier, ESEA, Title VII Bilingual Education Program. Designed to provide an indication of an individual's language dominance and proficiency.

Test of Language Dominance (TOLD), 1977, ages 5-8, Southwest Research Associates, Inc. TOLD measures a child's proficiency in Spanish and English and enables the examiner to compare the proficiency so that language dominance is determined.

Toronto Test of Receptive Vocabulary, 1977, ages 4-11, National Laboratory Publishers. This test is designed to identify English and Spanish speaking students whose performance in identifying orally presented vocabulary words is significantly below that of their peers. This instrument was standardized with Mexican-American children in Texas. The scores are reported in terms of percentile ranks in comparison with the normed group. This test resembles the P.P.V.T. in format and administration.

C. PROCEDURES FOR STUDENT EVALUATION SBER-6A-6.341 (2)(d)

"Evaluation is the determination of a student's physical, mental, emotional, social or learning abilities, utilizing professional assessment, appraisal or diagnosis. Specify the assignments of responsibility for various aspects of the evaluation procedures, and examples of the instruments used. Also include a description of the frequency of reevaluations and procedures used."

SELECTION OF EVALUATION PERSONNEL

Results of language dominance testing will indicate whether a student is independent in English and therefore may be appropriately tested on English instruments by English speaking assessment personnel. However, even in these cases the examiner should be thoroughly aware of possible cultural biasing factors inherent in the test used.

Students who can function better in English than in Spanish but who are not truly independent in English need a bilingual evaluator or should have a bilingual interpreter available to assist where needed. The same is true for thoroughly bilingual students who also may benefit from testing in both languages when necessary for placement determination.

Students who are dominant in another language should be evaluated by a bilingual evaluator, or with the assistance of a trained interpreter/translator.

Appendix I lists bilingual diagnostic personnel currently available in Florida school districts. Districts which do not have personnel or resources to appropriately evaluate non-English or limited-English speaking students may contact neighboring districts for personnel loan or sharing of available bilingual psychologists and other needed evaluators and resources. The Florida Diagnostic and Learning Resources System network may also provide assistance through contractual or other agreements for evaluation of exceptional students or potentially exception pre-school children.

The list of bilingual personnel contains many who test in Spanish. For other language groups there may be no certificated bilingual psychologist or other required evaluator. The availability of a well-trained interpreter/translator is imperative in these instances for appropriate student evaluation.

TRAINING AND USE OF INTERPRETERS/TRANSLATORS

There can be many pitfalls in the use of interpreters but these may be minimized by careful selection and training practices.

1. In selecting an interpreter/translator first take into account the person's background and educational experiences. In the case of a large local population which speaks the language it is usually possible to identify college graduates, persons with training in psychology or education, perhaps even current school

system employees. In other instances, there may be only a few families in the district who speak a language. The level of educational background available may be high school graduate or less.

Cooperative arrangements can be established on a regional basis for districts to share the service of a potential interpreter/translator. This may allow for the selection of more highly qualified applicants. The securing of applicants can be accomplished through newspaper advertisements, contacts with students' families, the bilingual department if available, or other sources.

The potential interpreter/translator should be as proficiently bilingual as possible inasmuch as he/she will need to communicate with the examiner in English and to understand the test instruments. Language dominance testing, covered in the previous section, can be utilized in the selection procedure of potential interpreters/translators.

2. Training needs may vary based on the person's background and experience but may include:

   a. The importance of standardized procedures and wording.

   b. The importance of rapport with the student.

   c. Avoidance of non-verbal cues to the student.

   d. Having the trainee take the tests that he/she will be required to translate. This should be followed by discussion of potentially biased items or items which may not translate appropriately into the language involved.

   e. Having the trainee develop a list of difficult terms to be translated for each test so that translation will be standardized for all students.

   f. Having two or more trainees of the same language translate to each other, correct inappropriate wording, and standardize their administration techniques and terminology.

3. The same small group of interpreters/translators should be used at all times so that each person is able to develop a "feel" for the responses given by as many students as possible. This will permit the development of informal cultural and language norm information and the comparison of a student with others of similar background. This information will be of great value to the examiner.

4. Before an interpreted evaluation the examiner and interpreter/translator should become acquainted. The examiner should be given some basic cultural information about the student to be tested. The experienced interpreter can also provide advance

clues as to potential biasing factors, behavioral characteristics, and possible difficulties in test translation.

After the evaluation the examiner and interpreter/translator should discuss behavioral and testing observations of the student and instances in which cultural factors may have had an impact on the student's performance.

TEST SELECTION

This section will provide lists of recommended tests which have been developed or translated into various languages as well as lists of non-language and observational techniques. However, the examiner must give thought to the most appropriate technique or instrument to utilize in specific circumstances.

Numerous tests have been directly translated into other languages, especially Spanish. Often little consideration has been given to the relative item difficulty in the other language. As one example, edifice is plate number 126 on the Peabody Picture Vocabulary Test (PPVT) in English. When translated into Spanish as edificio it becomes the common word generally used for building. Its item difficulty has been severely decreased. Translations of reading, spelling and vocabulary tests suffer most greatly from this problem.

The practice of direct translation is to be discouraged and the examiner should look with caution on any test which has been translated without adequate field testing and norming of the translated test. Good standardization can go a long way toward uncovering biased items, poor translation and necessary item modifications. To do this job adequately requires much more time and effort than is involved with mere translation. In selecting tests to recommend, adequacy in this area was given heavy weighting.

In the case of many languages there may be no normed and validated tests available. The examiner must use professional judgement to determine the appropriateness of using an English test with an interpreter/translator, using a non-verbal test, or a combination of the two. When an English test is used the examiner is faced with all of the potential problems inherent in test translation. Item difficulties may be out of organized sequence, for example. A trained interpreter/translator then can be of valuable assistance.

1. Intellectual Testing

The major studies of the effects of test bias have been in the area of intellectual testing. Intelligence tests have probably the most significant impact on placement decisions as well as implications for the student's entire life. Possible biasing factors, besides those associated with language, include lack of exposure to the material, poor motivation, poor rapport and general unsuitability of the test.

Tests may use words in the directions or required responses which are not in the standard vocabulary of the students from cultures other than that with which the test was normed even if the test is presented in their native language. The standardization group is also very important even within a language group. The Spanish version of the WISC, Escala de Inteligencia Wechsler para Ninos, was standardized in Puerto Rico, but some words had to be modified and additional answers accepted for credit to make the test appropriate for Mexican Americans. Unfortunately the test norms for Puerto Ricans were maintained and no validation was conducted for the Mexican American children. Items such as the distance between New York and Puerto Rico also required adjustment for other Hispanic students.

a. Recommended Intelligence Instruments.

The following instruments were reviewed and recommended by project consultants and are available for loan at FDLRS-South and the Bureau of Education for Exceptional Students Clearinghouse/Information Center.

Cartoon Conservative Scales

Publisher:	Edward De Avila
Standardized:	In process
Ages/Grades:	Level I -K-3 Level II-4-8
Time Required:	20-25 minutes
Can be Administered by:	Teacher

This test measures intellectual development using Piaget's Theory. It was developed to assess children of diverse linguistic and ethnic backgrounds and was normed on Cubans, Mexicans and Puerto Ricans.

This 30-item diagnostic instrument measures 6 Piagetian concepts: Identity, Length, Number, Substance, Distance, and Egocentricity. Instructions are given orally in Spanish or English. Students respond by marking pictures. Answers are hand scored. The author suggests individual administration for grades K-1, administration to no more than 8 students for grades 2-3, and administration to no more than 15 students for grades 4-6. Concurrent and predictive validity are strong.

Columbia Mental Maturity Scales (CMMS)

Publisher:	The Psychological Corp.
Standardized:	1972
Ages/Grades:	K-3
Time Required:	20 minutes
Can be Administered by:	Psychologist, or teacher (with some preliminary training).

This test determines an estimate of the general reasoning ability of handicapped children. It requires no verbal response and minimal motor response. Authors say it is appropriate for non-English speakers. They used census data for stratified sampling, but ended up with only 74 Puerto Ricans and 14 Mexican-Americans in the sample. Results are adequate and correlated with other general ability tests. The validity was judged to be acceptable.

Norms are not available for Spanish speaking populations. However, the pictures and required behaviors are not biased and are appropriate for bilingual students, K-3. The manual is careful about specifying ranges around a particular score and cautions against overinterpretation. The usual use is as a screening device. Spanish instructions are included in the manual.

This test may be useable for Vietnamese children when good rapport has been developed between the examiner and the student.

Escala de Inteligencia para Adultos (EIWA)

Publisher:	Psychological Corp.
Standardized:	1965
Ages/Grades:	16-65 years
Time Required:	60-90 minutes
Can be Administered by:	Psychologist

This is the Spanish translation of the WISC normed in Puerto Rico. This test is mentioned here because it is in wide use, but it should be used and interpreted with great caution for other Hispanic groups and even Puerto Rican children in the mainland United States. The norms are outdated and the sample was small.

Dade County has produced a Spanish translation of the WISC-R which is also available through this project on a loan basis. It has many of the faults of other translations but was normed on a Florida population.

Hiskey-Nebraska Test of Learning Aptitude

Publisher:	Union College Press
Standardized:	1955
Ages/Grades:	2-6 to 17-5 years
Time Required:	50 minutes
Can be Administered by:	Psychologist

This provides a test of learning aptitude that is suitable for the deaf or hearing impaired child. Contains both verbal (for normal children) and pantomine directions.

(Also contains two sets of norms.) The pantomine directions can be used with hearing children from other language groups; but other biasing factors would need to be considered.

Norms are somewhat outdated and the deaf children tested were probably all from an Anglo background. The test probably could still be used with deaf bilingual children provided that the norms are viewed with caution. Even though the test for the deaf is nonverbal, a certain amount of bias may be present. Nevertheless, given the dearth of tests available for the deaf (in particular, the bilingual deaf child) this appears to be the most appropriate test available.

Leiter International Performance Scale

Publisher:	Western Psychological
Standardized:	1938, 1966
Ages/Grades:	2-Adult
Time Required:	60 minutes
Can be Administered by:	Psychologist

This test consists of a series of non-verbal cognitive tasks such as matching and analogies. It can be used with populations for whom no native language test is available, but possible biasing factors in the test materials would need to be considered.

Ordinal Scales of Psychological Development

Publisher:	Univ. Illinois Press
Standardized:	1975
Ages/Grades:	0-24 months
Time Required:	Variable
Can be Administered by:	Psychologist

Based on Piaget's theories, this test provides measures of development in six areas: visual pursuit and object permanence, development of means for obtaining desired ends, vocal and gestural imitation, operational causality, object relations in space, and schemes for relating to objects.

This test is good for assessing whether or not infants have passed developmental landmarks in the Piagetian scheme and can be used with infants of all language groups.

Raven Coloured Progressive Matrices and Standard Progressive Matrices

Publisher:	Psychological Corp.
Standardized:	1948-49
Ages/Grades:	Preschool-Adult
Time Required:	15 minutes
Can be Administered by:	Psychologist

These are tests of visual reasoning and would require vocabulary or other verbal instruments for a complete intellectual assessment.

The norms are old and are not based on a bilingual sample but this test can be useful as a quick estimate of general level of cognitive functioning.

Directions are available in Spanish, French, Italian and Portuguese.

Smith-Johnson Nonverbal Performance Scale

Publisher:	Western Psychological Services
Standardized:	1973
Ages/Grades:	2-4 years
Time Required:	30-45 minutes
Can be Administered by:	Psychologist

This is a tool to describe the functioning of the preschool child suspected of a hearing or language difficulty.

Norms are for normal children (1960) and hearing impaired (1973); norms are also separate for boys and girls. Validity is largely taken from the fact that items are age related.

The test is well designed, attractive and has a good reporting method. It is suitable for any child 2-4 years of age suspected of having a hearing problem or who requires a non-verbal test. Any inherent biases are probably not serious since deviance is labeled as such only at the extreme end of performance.

b. Other Available Tests and Translations Not Specifically Recommended

Barranquilla Rapid Survey Intelligence Test (BARSIT), 1956-58. Grades 3-7, and adult, The Psychological Corporation. The BARSIT is designed to measure mental ability, both verbal and numerical, for use with students in grades 3-7 and adults with primary level education who speak Spanish. Norms are from Venezuela and items require information about South America.

Bicultural Test of Non-Verbal Reasoning, 1977, ages 4-10, National Education Laboratories. The purpose of the BTNR is to identify subjects from a mixed population of Anglo and Mexican-American children whose performance in non-verbal reasoning is significantly below that of their peers. This is a screening device to be used in conjunction with another instrument.

Chicago Non-Verbal Examination, 1940, ages 8-adult, The Psychological Corporation. An intelligence test designed specifically for non-native speakers of English or the deaf. Test can be administered with either verbal or pantomime directions. Norms are seriously out of date. Pictures are small and can be confusing.

Cooperative Inter-American Tests, Tests of General Ability, Intermediate Level. Level I and II up to grade 6. Guidance Testing Associates. Tests classification, figure analogies, number series, and word relations. Parallel forms in English and Spanish.

Culture Fair Tests, 1961, 8-adult, Western Psychological. This is a test of spatial reasoning. It does not eliminate biasing factors. Instructions are available in Spanish and other languages. No Spanish or bilingual norms are available.

Escala de Inteligencia de Wechsler para Criancas (Portuguese), 1969, 6-16 years, Instituto de Alta Cultura. This test was standardized in Portugal and is not normed for Brazil or other Portuguese speaking countries. There is no validity data.

Goodenough Harris Draw a Person Test, 1926, ages 3.5-13, World Book Co. This test is designed to assess a child's intelligence through his drawing of a human being. It can also be used as a projective test. However, the examiner should be careful with the interpretation as non-English speakers may add or leave out something that is part of their cultural environment. It should be used by a trained clinician. This test has been used with success by non-English speakers.

Inter-American Series: Test of General Ability, 1962; grades 4-6, Guidance Testing Associates. Yields subscores for level of comprehension, speed of comprehension, and vocabulary. Parallel forms are available in English and Spanish.

IPAT Culture Fair Intelligence Test, Edition 1, 1963, grades PK-12 (scale 1, ages 4-8; scale 2, ages 8-13; scale 3, ages 10-16), Bobbs Merrill. In English (instructions in Spanish), 20-60 minutes, group or individual. The IPAT Culture Fair Intelligence Test is designed to measure

general ability. It is claimed to be free of cultural bias. Scale 1 yields 8 scores; substitution, classification, selecting named objects, following directions, wrong pictures, riddles, and similarities. Scales 2 and 3 yield 5 scores; series, classification, matrices, conditions, and total.

Lorge-Thorndike Intelligence Tests, Multilevel Edition (LTIT), 1964. Grades 3-13, Houghton Mifflin Co. Level A, grade 3; Level B, grade 4; Level C, grade 5; Level D, grade 6; Level E, grade 7; Level F, grades 8-9; Level G, grades 10-11; Level H, grades 12-13. In Spanish and English, 120 minutes. The Lorge-Thorndike Intelligence Tests yield 3 scores at all levels; verbal, non-verbal, and composite. Level H is available separately.

Peabody Picture Vocabulary Test (PPVT)-Spanish translation, 1965, 2-18 years, American Guidance. The major problem with the test is the direct translation. The difficulty level of the responses is not controlled with regard to Spanish. This would be important throughout the test but particularly at the higher levels. Using the Spanish version will provide only a general idea of functioning because no norms are available, thus, IQ, percentiles, cannot be determined. Should not be used with students who are in the process of learning English as a second language. No validity or reliability data is available.

Prueba de Habilidad General (Pre-Escolar), 1967, ages 4-5, Guidance Testing Associates. English and Spanish direction. In Spanish and English, 40-50 minutes in 2 sessions. The Prueba de Habilidad General (Pre-Escolar) is designed to measure general intelligence. The test yields 3 scores; verbal-numerical, non-verbal, and total.

Prueba Colectiva Puertorriquena de Capacidad Mental, 1958, grades 1-3, Oficina de Evaluacion Puerto Rico. In Spanish, 60 minutes, group. A non-verbal intelligence test in 3 parts; verbal (20 items), quantitative (18 items), visual (20 items). The children mark their answers directly in the booklets.

Prueba de Habilidad General, Test of General Ability, 1962, grades K-13.5, Guidance Testing Associates. Levels: 1, grades K-1.5; 2, grades 2-3; 3, grades 4-6; 4, grades 7-9; 5, grades 10-13.5. In Spanish and English, 40-64 minutes in 2 sessions, group. The Pruebas de Habilidad General are designed to measure general intelligence in a bilingual situation. Levels 1 and 2 yield 3 scores; verbal-numerical, non-verbal, and total. Levels 3, 4, and 5 yield 4 scores; verbal, non-verbal, numerical, and total.

Short Test of Educational Ability, grades K-12, Science Research Associates. Primarily pictorial and administered orally, this test provides a reliable estimate of educational ability without reliance on concepts acquired at home or school. Test includes spatial relations, number series, arithmetic reasoning, and symbol manipulation. Spanish editions are available with annotations for southwestern U.S.A., Cuban, and Puerto Rican dialects. Students must understand spoken Spanish. The Spanish version used the same norms as the English version.

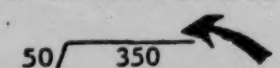
See also Bibliography B for test catalogs from Germany, France, Italy and other countries which contain intellectual instruments.

2. Academic Testing

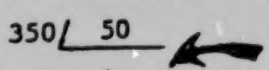
When a child has entered school in this country and received all of his/her education in English it is appropriate to evaluate him/her on achievement tests written in English. On the other hand, achievement levels of new entrants who have received all of their education in another language must be measured in that language. Appropriate instruments may not always be available and it may be necessary to utilize informal measures developed with the assistance of a trained interpreter/translator.

It is also vital to have information on the previous grade placement of a new student to compare with achievement level. Details of schooling such as age of first educational exposure and number of actual years in attendance are important. An assessmemt by the parents of the type of school experience (urban, rural, regular, special, intermittent, etc.) should be available in the referral information.

If using math achievement tests, the examiner must be aware of the system and procedures known by the child to solve math problems. Are they the same as those used in the United States? Ex.: Metric System vs. Standard System. Children in Latin America and other parts of the world do division problems differently than do children in the American system. For example, an equation in division such as:



might be rendered as:



These children may arrive at the same result, but the person who is unaware will immediately think that the child either sees things backward or does not know math processes or computation.

a. Recommended Academic Achievement Instruments

The following instruments were reviewed and recommended by project consultants and are available for loan from FDLRS-South and the Bureau of Education for Exceptional Students Clearinghouse/Information Center. In addition, a number of the Language Dominance measures mentioned in the section on referral can provide achievement levels. Review that section for details.

Anaylsis of Readiness Skills

Publisher:	Houghton Mifflin Co.
Standardized:	1969, 1971
Ages/Grades:	Preschool
Time Required:	30-40 minutes
Can be Administered by:	Teacher

This test is recommended for readiness screening in reading and math. It can indicate when the student is ready for English as a Second Language (E.S.L.). Administration may be individual or small group.

Boehm Test of Basic Concepts

Publisher:	The Psychological Corp.
Standardized:	1971 (Form A)
Ages/Grades:	K-2
Time Required:	20 minutes
Can be Administered by:	Teacher

This test is designed to measure mastery of concepts considered necessary for achievement in the first years of school. It has a Spanish revision and, although no norms are available, it can be successfully used to identify children who lack basic concepts.

Woodcock-Johnson Psychoeducational Battery (Spanish Edition)

Publisher:	Teaching Resources
Standardized:	1981
Ages/Grades:	3-8
Time Required:	45 minutes
Can be Administered by:	Teacher, Special Educator, Psychologist

This is an individually administered test that measures cognitive abilities, aptitude and achievement. It contains three reading subtests, two written language subtests, two arithmetic subtests and three language aptitude subtests. This instrument has excellent standardization with a variety of Hispanic groups. It is easy to administer and score. The test can also be given in English to bilingual students for comparison of academic functioning in both languages.

b. Other Available Tests and Translations not Specifically Recommended

The CSUF Spanish Language Arts Test, 1974, grades 3-6, Bilingual Bicultural Education Program, California State University at Fullerton. The test has four levels. The level of the test to be given should be determined by the reading level of the child. The test is designed to assess achievement in phonics, spelling, grammar, and reading comprehension. This is a power test, and it is suggested that each level be administered in two sessions of about 35 minutes each.

Comprehensive Test of Basic Skills in Spanish, 1979, grades K-8, CTB/McGraw Hill. Before attempting to give the C.T.B.S. in Spanish, it is suggested that the student be given the Spanish/English Reading and Vocabulary screening

(SERVS) to determine whether or not the student will benefit by taking the Spanish version of the CTBS. CTBS Espanol was designed to provide a Spanish version that is very similar to the CTBS in English. In the adaptation emphasis was placed on keeping intact the test content and measurement of the CTBS/S.

Cooperative Preschool Inventory (Spanish Version), grades preschool-K, Addison Wesley. The test is designed to measure achievement in those areas regarded as necessary for success in school. Analysis of error provides information about weakened areas so that special help in those areas can be given. The child participates through counting, general knowledge, perceptual-motor coordination and following directions. The test takes approximately 30 minutes and is individually administered.

Doi Song Moi Tren Dat Moi, 1980, National Assessment and Dissemination Center, ESEA Title VII, Cambridge, MA. This reader is designed to assess the student's reading level in Vietnamese in fourth grade and below.

Guia para el Examen Selectivo/Diagnostico del Sistema Crane, 1978, Crane Publish Co., Trenton, NJ. These are a series of reading tests designed to assess reading levels grades 1-8.

Prueba de Aprovechamiento de Matematica, grades 1-8, Oficina de Evaluacion Departamento de Instruccion Publica, Hato Rey, Puerto Rico. One test with a manual of instructions. Tests three areas of mathematics: general knowledge, fundamental skills, and mathematical reasoning.

Prueba de Aptitud para la Lectura (PAL), grades K-1, Santillana Publishing Co., 575 Lexington Ave., New York, NY 10022. This is a readiness assessment which tests visual discrimination of similarities, concept development, motor coordination, visual discrimination of differences, and auditory discrimination.

Santillana Reading Series, grades K-4, Santillana Publishing Co. There are seven inventories that comprise the English/Spanish reading assessment. These have been designed to help teachers assess student's mastery of specific objectives developed in Santillana's Reading in Two Languages Program. The oral language development is designed to assess the individual student's needs in order to determine if he has the basic vocabulary and language structures to understand and successfully proceed into English reading instruction. It also can be used to assess reading skills of individual students so they can be placed at an appropriate reading level within the specific remedial reading program.

Uniform Performance Assessment System (UPAS), 1978, ages 0-6, University of Washington. This is a Curriculum-referenced instrument for use with handicapped children. It measures a wide variety of skills, and is linked to computer analysis for summary, error analysis, etc. The system appears to have promise in terms of providing a curriculum based skills test. Use of the test would allow a teacher to place students within a curriculum according to skill level so that appropriate activities would be provided. Although not in Spanish, or other languages, activities could easily be translated.

3. Adaptive Behavior Testing

Adaptive behavior measurement is a vital component of the assessment process for all children and especially those who are non-English speaking or limited-English speaking. Adequate consideration of the student's ability to function at home and in the community will help to avoid false labeling of retardation and other handicapped conditions.

Cultural factors as mentioned in Section III must be taken into account during adaptive behavior testing. Whereas early development norms are fairly stable across cultures, this is not the case with independent functioning and some self-help skills. Social workers, visiting teachers, or others who provide home visit and adaptive information should be aware of specific cultural expectations for students assessed.

a. Recommended Adaptive Behavior Tests

The following instruments were reviewed and recommended by project consultants and are available for loan from FDLRS-South and the Bureau of Education for Exceptional Students Clearinghouse/Information Center.

Adaptive Behavior Inventory for Children (ABIC)

Publisher:	The Psychological Corp.
Standardized:	1976-78
Ages/Grades:	5-0 to 11-11
Time Required:	60 to 90 minutes
Can be Administered by:	Persons trained in the SOMPA Parent Interview

This is the adaptive behavior component of the System of Multicultural Pluralistic Assessment (SOMPA). It is a sophisticated instrument and has norms for California Hispanics. It has the advantage of norming on general school populations rather than concentration on the retarded.

Escala de Conducta Adaptativa (AAMD), Spanish

Publisher:	American Association on Mental Deficiency
Standardized:	1960
Ages/Grades:	3 to Adult
Time Required:	45 to 60 minutes
Can be Administered by:	Teacher or Social Worker

This is a direct translation of the AAMD checklist of behaviors and revolves around behaviors such as using eating utensils, dressing, etc. Part of the scale is simply a yes or no checklist; the rest is identifying level of difficulty (i.e., most difficult task) in a series. Although a direct translation, it is a valuable list of adaptive behaviors. Scoring takes into account activities which the child has no opportunity to try, which would eliminate some cultural biases.

b. Other Available Tests

Vineland Social Maturity Scale. This test is in wide usuage and can be given in any language by a trained bilingual administrator. Cultural factors must be taken into account.

4. Process Testing

Most tests of eye-hand coordination and visual and visual-motor skills can be appropriately administered with instructions in the student's native language. These tests include the Bender Gestalt Test, Motor-Free Visual Perception Test, Test of Visual-Motor Retention and the Riley Motor Problems Inventory, among others. The Lincoln-Oseretsky Gross Motor Tests have a Spanish translation. The catalogs (Bibliography B) from France, Germany and South Africa also list motoric tests.

Much more difficulty exists in the selection of appropriate auditory-vocal process deficit measures. It is a good practice to exercise extreme caution before diagnosing an auditory-verbal learning disability in a bilingual or limited English speaking child.

Test Available
The following test is available for loan through FDLRS-South and the Bureau of Education for Exceptional Students Clearinghouse/ Information Center.

Prueba Illinois de Habilidades Psicolinguisticas, 1980, ages 2-10.3, University of Illinois Press. This test was designed to diagnose specific abilities or disabilities in children in order to plan for remediation as needed. This Spanish version is a translation and adaptation of the Illinois Test of Psycholinguistic Abilities. It has tentative norms obtained for children from Chile, Colombia, Mexico, Peru and Puerto Rico. The test was

administered to Hispanic children in New York, Florida, California, Arizona but because of the vast differences between the Hispanics in those states and those of Latin America, the data was not included in the present norms for this adapted version of the I.T.P.A.

In addition, the process related subtests of the Woodcock-Johnson may be translated into Spanish in the near future.

5. Speech Testing

For adequate testing in the speech and language area it is essential that the examiner be proficiently bilingual. It is also important that the examiner be aware of dialectical differences that may exist between the examiner's and the child's language. Recognition of these differences is essential for the adequate diagnosis of articulation problems and language deficits.

a. Recommended Speech and Language Instruments

The following instruments were reviewed and recommended by project consultants and are available for loan from FDIRS-South and the Bureau of Education for Exceptional Students Clearinghouse/Information Center.

Southwestern Spanish Articulation Test

Publisher:	National Educational Lab.
Standardized:	1977
Ages/Grades:	K-12
Time Required:	10 minutes
Can Be Administered by:	Speech Therapist

This test is recommended for identification of articulation problems and tests all Spanish consonants in initial, medial or final position in single words. Administration is individual. The examiner must be alert for the possibility of dialectic differences.

Test for Auditory Comprehension of Language

Publisher:	Teaching Resources
Standardized:	1973
Age/Grades:	3-6 years
Time Required:	20 minutes
Can be Administered by:	Teacher, Special Educator, Social Worker, Psychologist

This test measures receptive language in either English or Spanish. Administration is individual. This test is also available at all FDLRS centers.

b. Other Available Tests not Specifically Recommended

Austin Spanish Articulation Test, 1974, 4-7 years, Learning Concepts, Inc. This test evaluates the principal phonemes and phoneme combinations of the Spanish language. It should be used by a speech pathologist with knowledge of and experience in both articulation testing and the Spanish phonemic system.

Linguistic Capacity Index, grades K-6, Southwest Educational Development Laboratory. This test assesses the receptive capacity in English. It covers understanding of English words, ability to make distinctions in English sounds, and awareness of grammatical constructions in English.

Toronto Test of Receptive Vocabulary, 1977, 4-10 years, National Educational Library Publishers. This instrument identifies Spanish and English speaking children who have difficulty with orally presented vocabulary. Norms are from Central Texas, which should be taken into account by the examiner.

6. Personality Testing

The following tests are available:

Inventario Multifasico de la Personalidad, (MMPI/Spanish), ages 16-55, El Manual Moderno S.A. Mexico 11, D.F., Mexico. The MMPI has been designed to provide in only one test the most important phases of the personality. This test should be used by trained clinicians only.

Junior Eysenck Personality Inventory Spanish/English, grades 2-10, Educational and Industrial Testing Service, Box 7234, San Diego, CA 92107. This test is to measure neuroticism and extraversion in children. It is a questionnaire where the subject answers yes or no.

The Martinek-Zaichoswky Self-Concept Scale for Children, 1977, grades K-8, published by Psychologist and Educators, Inc., Jacksonville, IL. According to the authors, this test is non-verbal and culture-free, designed to measure the global self-concept of children. It is a self-reporting instrument that takes about 10-15 minutes to complete. The child is presented with a series of pictures and asked to choose the picture which is most like him/her.

Myself Checklist (Cuestionario para Evaluarme a Mi Mismo), grades 4-6, Fearon Publishers. This instrument is designed for use by elementary and junior high school pupils as an aid in determining their self-concepts. It may also be used with selected high school students. The instuments may be administered either on an individual or group basis. The major purpose of the test is to enable the pupil to express his feelings about how he perceives himself.

Que Haces y Que Piensas, 1968-75, ages 8-12, Institute for Personality and Ability Testing, Champaign, IL. A self-reporting personality questionnaire which consists of 14 scales. It is a diagnostic instrument which operates with basic personality concepts, such as ego, strength, anxiety, dominance, etc. This instrument is for use by trained clinicians.

See also Bibliography B for test catalogs from Germany, France, Italy and other countries which contain personality measures.

7. Vocational and Adult Training

The following tests are available for vocational assessment and for evaluation of adults. Tests in additional languages are available from publishers in other countries. These may be found in Bibliography B.

The Geist Picture Interest Inventory Revised, grades 4-12, Western Psychological Services Corp., male and female versions. The Geist is a self-administered picture questionnaire that can be used with groups or on an individual basis.

Pedagogia y Conocimientos Generales, ages 16 and over, Educational Testing Services. A test designed to assess the language development of teachers whose native language is Spanish and who are under consideration for positions in bicultural or bilingual programs. It assesses the cognitive knowledge, academic preservice preparation in professional education, written Spanish usuage, mathematics, science. The test is written in Spanish.

RHB Industrial Questionnaire, ages 16 and over, Richardson, Bellow, Henry and Company. The short form of this test measures reasoning and concept formation, through the use of symbols and geometric figures. The publisher asserts that the test is nonverbal and non-language and thus it is applicable for any group for which language is a problem.

SRA Non-Verbal Form, ages 14 and over, Science Research Associates, Chicago, IL. This test measures reasoning and concept formation without requiring language and reading skills. Items consist of a series of drawings from which the examinee is required to pick out the unrelated figure. The test is primarily used for screening individuals with language differences for placement in jobs which have little need for language skills for successful performance.

SRA Survival Skills Test in Reading and Mathematics, Science Research Associates. The reading portion tests student's ability to read the telephone book; street signs; personal bills; and labels on common home supplies which are toxic, hazardous, flammable or liquids under pressure. The mathematics portion tests ability to determine take home pay, correct change, etc. Vocational education.

Tests of Adult Basic Education, Level E (Easy), McGraw Hill. This test is an adaptation of the California Achievement Tests and is used to identify the instructional needs of adults whose formal education or English knowledge has been severely limited. Vocational education.

Test de Comprension Mecanica, ages 16 and over, Psychological Corporation. A Spanish edition of the Bennett Mechanical Comprehension Test. Useful in selection of personnel for mechanical work and for students in technical training. Test in Spanish.

Test of Non-Verbal Reasoning, ages 16 and over, Richardson, Bellow, Henry Co. A non-verbal reasoning test intended for use in business and industry.

Test Puertorriqueno de Habilidad, ages 16 and over, Oficina de Evaluacion, Departamento de Instruccion Publica, Hato Rey, Puerto Rico. Two forms and a manual of instruction. Covers verbal ability, qualifying ability, spatial relations, numerical ability, etc.

Western Personnel Test (Spanish), ages 16 and over, Western Psychological Services. A five minute general intelligence test translated into Spanish.

WLW Culture Fair Inventory, 1969, ages 16 and over, Williams, Lynde and Williams Personal Growth Press, Inc. This untimed and non-verbal measure of intelligence consists of tasks which do not require a formal education for successful performance.

USE OF OBSERVATION AND INFORMAL MEASURES

There may be many instances when tests are not available in the language of the child. Interpreters/translators will be used for formal measurement but it will be of benefit for the evaluator to observe the child in a structured manner as part of the assessment process.

Tam Dang Wei, Ph.D., Vietnamese psychologist with the Urbana, Illinois schools, recommends clinical observation for Vietnamese students (Wei, 1980). An excerpt from her paper gives a good description of this technique.

> "Perhaps a quick summary of the author's day in the school may be of some practical use for other co-workers in the field. This does not mean to be a model nor a process for a complete evaluation, but it is simply a sharing of experiences and ideas.
>
> 1. Before going to school, background information has been gathered from the teachers regarding their specific concerns. Health information about the child also has been obtained.
>
> 2. A quick visit is made to teachers and school administrators to check on any possible change in the student's behavior or performance (negative or positive) since the referral date.
>
> 3. The student is followed throughout the school day. Attempt is made to observe the child in as many types of classroom activities as possible. This should include some academic work (math, reading, class discussion), some physical activities (PE, recess, art), and some special classes (ESL, speech, special reading, math, language development, library...). Physical education and recess are most appropriate times to assess the child's motor coordination and also to observe his/her interaction with the peer group.
>
> It is important to observe the special programs and classes in the local school district to evaluate the types of services available in order to coordinate any further services the student may need.
>
> In short, notes are taken on concrete observed behaviors, performance, the child's reactions, the peer group relationship, the teacher's attitude toward the child, and his/her own self-perception.

The specific concerns of the teachers are kept in mind during the observations. For example, if there is a question of emotional problems, the child's reaction to the peer group, the teacher, and the classroom atmosphere is specifically noted. If it is a question of learning difficulty, the child's academic work is assessed by asking such questions as "What can he/she do in the class? How much did he/she get from various lessons presented? Is it a language problem or a learning problem?"

4. Noon time is spent with the parents, preferably in their home to learn about the child's background.

5. Sometime in the afternoon is spent with the child individually. Informal assessments are performed by having the child do the following: read passages in Vietnamese and in English; compute basic math operations; do free drawings or just talking in order to learn his/her reasoning ability, expressive language skills and reaction to the new school environment.

   Findings are then compiled with an attempt to evaluate what he/she can and cannot do, and to look beyond his/her immediate reactions for possible underlying causes that may be related to cultural aspects as well as physical, emotional, or academic needs."

   (Wei, 1980, pp. 5-6)

The above procedure is time consuming and may not be practical or necessary in many situations. However, some direct observation of the child's functioning in several settings is vital for adaptive behavior assessment.

For young infants and pre-school age students as well as the profoundly handicapped, developmental scales and observation techniques are appropriate. Several such tests were listed under intellectual testing. An additional observation measure is:

Developmental Programming for Infants and Young Children

Publisher:	University of Michigan Press
Standardized:	1976
Ages/Grades:	0-36 months
Time required:	Varies
Can be Administered by:	Teacher, Physical Therapist, Psychologist

This test provides an indication of a child's developmental functioning according to Piaget's stages of development.

TEST INTERPRETATION

The examiner should feel secure in his/her understanding of cultural and evaluation variables which may bias test results for non-English speaking students. In addition, examiners should analyze their own value structure and identify any personal biases they may feel toward specific groups or individual students. Unless they feel they can assess the child and interpret results fairly and without prejudice it would be best to refer the case to another evaluator.

Students who have been raised in this country should have school records including anecdotal notes and academic performances over time which can be useful in interpreting current data. Those who are new arrivals from other countries will leave the examiner with little previous information except that which can be gathered through the child's family.

The interpretation of test scores for any child requires knowledge of a variety of factors that operate to influence any particular set of scores. This constraint is well known and accepted by those individuals involved in testing and test score interpretation. Nevertheless, such extraneous influences pose special problems for the minority or culturally different child.

Rapport, for example, is critically important for testing situations. Differences in resulting test scores have been documented when the examiner has been characterized as cold versus warm in terms of interpersonal relations (Exner, 1966). Differences occurred even though the examiner and examinee belongs to the same cultural group and spoke the same native language. Where the examiner and examinee belong to different cultural groups or speak different languages, large differences may be expected. With little perceived commonality on the part of either examiner or examinee, rapport may be difficult or even impossible to establish.

The whole situation is often further complicated by the presence of test anxiety. Children referred for testing in most school systems are already exceptional in some respect, usually experiencing failure in one or more areas. Test situations in general, and one on one testing situations with an unfamiliar adult who is probably different culturally, racially or linguistically in particular, may provoke extreme anxiety in the child. Unless the examiner is aware of this the child may appear to be handicapped or more severely handicapped than he/she really is, rather than anxious. True exceptionalities may remain hidden by an anxiety causing overall poor performance.

Where tests are administered in another language there may still be dialectic differences between the more formal language of the test and the language of the child. Such linguistic differences will serve to depress scores increasing the possibility of mislabeling and misclassifying children.

The above are intended to serve as isolated examples of influences that can affect the accuracy of test scores. They highlight the difficulty of the task of test score interpretation with minority children. Test score interpretation then should be approached with caution, and must be done within the context of the testing situation as well as the characteristics of the child.

A primary difficulty in interpreting test scores of a minority child is their meaning with regard to other children. Most tests do not have norms based on minority groups, thus the development of local norms should be a high priority for the school systems. Where local norms do not exist, published norms are typically used although this practice is questionable. If such norms must be used, then the results should be reported in terms of a range, such as "falls in the average range of intelligence." It should also be clearly noted that norms used are standard norms and as such of questionable validity for the child involved. This will serve to sensitize the reader of the report that other factors should be taken into consideration.

Among the questions one should ask are:

1. Have I examined each item missed by this child rather than merely looking at his total score?

    a. Is there a pattern to the types of items this child missed?

    b. Are the items missed free of cultural bias?

    c. If I omitted all items missed that are culturally biased, would this child have performed significantly better?

2. Am I aware that I must consider other factors in the interpretation of this child's scores?

    a. Have I considered the effect that the child's lack of rapport with me may have had on his performance?

    b. Have I considered the effect that the child's attitude and/or physical condition may have had on his performance?

    c. Does my interpretation of this child's performance include observations?

    d. Do I realize that I should report and interpret scores within a range rather than as a number?

3. What confidence do I have in this child's test scores?

   a. Are test scores the most important aspect of this child's evaluation?

   b. Will I allow test scores to outweigh my professional judgment about this child?

   (Region 9 Task Group on non-Biased Assessment, 1976, p. 4)

In summary, it should be clear that interpretation of test scores of minority children is a difficult task. The best assessment can be made when a variety of instruments is used that assess the child's functioning in a variety of situations and in a variety of ways. Ideally, the child's proficiency in the language of the test, his/her health history, functioning in spheres other than school and any other available measures should be used to develop a complete picture of the child. Test scores should be interpreted using local norms or, when national norms are used, careful interpretation should be made with notes as to the inappropriateness of the norms.

It is well to remember that tests not developed for a specific population will be biased. Although tests may be biased in terms of assigning inflated scores, it is far more likely that for the minority child scores will be biased in a negative direction. Unless great care is taken in the use of assessment information this will result in many students misassigned to special education or remedial classes as well as many gifted children who will remain unrecognized. The cost of such misassignment is enormous in terms of wasted resources and human suffering on both a personal and societal level. Until better and more appropriate assessment instruments are developed, careful interpretation of test scores appears to be our greatest hope for achieving the goal of least-biased assessment.

D. PROCEDURES FOR DETERMINING ELIGIBILITY AND EDUCATIONAL PLACEMENT - SBER 6A-6.341 (2)(e)

1. "Determining eligibility is the professional activity of reviewing evaluation information and matching it to the operational definition for the eligible student group. A minimum of three professional personnel, one of whom shall be the district administrator of exceptional students or designee, will comprise the eligibility and placement staffing committee."

2. "Placement is the professional determination of an eligible student's assessed needs and consideration of program alternatives."

Each District will follow its approved District Procedures Document. It is preferable that the staffing and placement committee include a representative from bilingual education or a bilingual teacher if the student is being served in a bilingual program.

E. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PROGRAM - SBER 6A-6.341 (2)(f)

"Describe procedures and personnel responsible for developing, reviewing and revising individual educational plans."

Procedures for non-English and limited-English speaking students follow those for any handicapped student. The placement committee shall record the student's measured language proficiency. They shall also note if the student will participate in E.S.L., English for Speakers of Other Languages (E.S.O.L.) or other special language program and record this information in the section for participation in regular programs.

The presence of an interpreter/translator to assure that the parents understand all information on the I.E.P. is necessary if the parents are not proficient in English.

SECTION III

CULTURAL AND ETHNIC AWARENESS

A. IMPORTANCE OF CULTURAL AWARENESS FOR EVALUATION PERSONNEL

Many non-English speaking students in Florida have come here as refugees. They require a special sensitivity on the part of educational personnel to their unique experiences and needs.

While there is a certain commonality in the needs of all refugees, the specific needs of each individual should be dealt with. The key to success in assessment is a comprehensive approach, taking into consideration the whole person. This includes the social, emotional, and the educational environment aspects. Refugee children may need to learn new ways of behaving, learning and thinking. They need opportunities to discuss, examine, and evaluate the conflicting values and norms presented to them by their home and school environment. They need proper guidance to understand the differences in expectation and values to find a positive balance between the two cultures and to be able to make smooth adjustments to their newly adopted American society.

The evaluation of non-English speaking and limited-English speaking students for possible placement in exceptional student education requires that the examiner be aware of cultural differences which may bias test results. It is important to avoid the unconcious perception of differences as "handicaps."

Cultural biasing factors may enter into the referral process if teachers and other school personnel are unaware of cultural differences in student's opportunity to develop skills, attitudes toward authority, and so on. Students may come from educational systems which differ from ours in substantive ways. They and their parents may have perceptions of education which come in conflict with those of school personnel.

From a testing standpoint, the ability of the examiner to converse in the student's language does not guarantee that he/she will understand the child's cultural background. Country of origin and socioeconomic status factors create great cultural differences even within language groups.

The descriptions of cultural groups which follow are intended to give an overall picture of factors which may affect education related attitudes and skills as well as test taking behaviors. Each examiner has the responsibility of becoming aware of possible cultural biasing factors related to specific students being evaluated.

B. THE HISPANICS

Hispanic is the term used to identify persons who are native Spanish speakers from Spain, the Caribbean, or South and Central America. Vast numbers of Hispanics throughout the United States come from all of these areas. However, the greatest numbers of Hispanics come from three main areas: Cuba, Mexico and Puerto Rico. The largest concentrations of Cubans are found in Florida, with Puerto Ricans in New York, Illinois and the Northeast, and Mexican-Americans in California,

Texas and the Southwest portion of the United States. This is not to say that Cubans, Mexicans and Puerto Ricans are not found in other areas, but this represents the major distribution.

This manual concentrates on the three major groups found in the State of Florida: Cubans, Mexican-Americans and Puerto Ricans. Other Hispanics reside in Florida, but are fewer in number. Evaluators working with students from other Latin America countries should familiarize themselves with the cultures involved.

A variety of common denominators exist in the life styles of the various Hispanic groups. The family plays a very important role in the life of a Hispanic person. An extended family, including aunts, uncles, and grandparents may frequently live in the same household. Each member of the household, be it an extended family member or a member of the immediate family, has jurisdiction and control over small children. Children are taught obedience and submission to authority. Aggressive behavior is discouraged.

Hispanic parents encourage their children to study and apply themselves in school. They perceive education as a way of improving their way of life. Children are taught that the teacher is the supreme authority to be listened to and obeyed. In the lower socioeconomic groups of Hispanics, many have not completed a high school education and feel unable to help their children with academic tasks. This is sometimes perceived by teachers as a lack of parental interest in the child's work.

The upbringing of children in Hispanic society differs greatly from that of Anglo-American youngsters. These differences are at the root of many school difficulties experienced by Hispanic children. Some of these differences are dependency. The American child is taught independence early in life. He learns to feed himself, tie his shoes, dress himself and so forth. The Hispanic child is helped to do all those things up to the time he/she enters school. Hispanic children are expected to be dependent on their parents for approval for even minute aspects of their lives. Hispanic parents believe in sheltering their children from life problems as long as they are able to do so.

The retarded and handicapped are helped, protected and guided by the healthier members of the family. Hispanic parents often blame themselves for physical and mental handicaps of their children. Therefore, it is difficult for them to accept help or agree to place their children in special classes in school. The extended family provides grandparents or others who assist with the care of handicapped children. Behavior modification and self help skills may often have to be taught to several persons to achieve consistency.

Hispanic parents are very sensitive to the impression their children make on teachers and others. They equate self worth with looks. Hispanic mothers often will go to great lengths to insure that their sons and daughters make a good impression; even to the point of depriving themselves of the basic necessities at the home, in order to purchase the "right clothes" for their family.

Children are taught to be very caring and affectionate toward each other. They like to touch, kiss and hug parents, teachers, and friends. Anglo teachers who are unused to this behavior may unknowingly rebuff the child, thus seeming to reject him or her.

Cultural differences in time and space also exist. Hispanic persons get physically close to others when they converse. Americans have been conditioned to interact with people at a greater social distance (Hall, 1966). They may find closer social distances to be disconcerting, or even disturbing, construing Hispanics to be "too forward." At the same time, Hispanics may perceive Americans, who are maintaining their own social distance, as "cold and aloof."

Time has little value in the Latino way of life. Hispanics are not ruled by the clock but feel they are the rulers and controllers of it. Americans say the "clock runs," a statement describing a hurried notion. Hispanics say "el reloj camina" or the clock walks, implying a more easygoing, strolling pace (Condon, 1979).

Hispanics utilize both the father and mother's surname. As example, a child may be named Juan Perez Diaz in which Perez is the father's name and Diaz is the mother's maiden name. An American secretary who is not used to writing two last names as part of a child's name may choose to omit the middle one (Perez, in this example) thus implying that the child is illegitimate (using his/her mother's name only). This can create confusion and conflict, not only for the child, but the parents as well (Condon, 1979).

The acquisition of the spoken language is important to both Americans and Hispanics. However, a Hispanic youngster may speak good English but still not have a complete mastery of the language or culture. This may be especially misleading when testing children who appear to be able to speak English well, and yet fail to attain good scores on a test written in English. Youngsters who were born and reared in this country but are of Hispanic origin are particularly likely to demonstrate this. It is important to remember that the fact that someone speaks two languages does not mean that he/she has mastered both, or more importantly, knows all about the culture of the second language.

PROFILE OF THE CUBAN CHILD

1. General Information

The Cuban refugee came to the United States as a different breed of immigrant. Unlike the bulk of those who emigrated from Europe, the Orient and other parts of Latin America, only a minority of Cubans came here in search of economic opportunity. They were political exiles. The majority of the refugees chose to rebuild their lives in America instead of hanging in limbo over politics at home.

The class structure within the Cuban culture is fairly distinct. Its middle class is powerful and performs the critical role of intermediary in negotiations with the Anglo-American groups. Expectations placed on middle class children tend to emphasize the process of acculturation or command of Anglo-American ways. In general, the lower class Cubans have reacted by maintaining their isolation (La Saguecera) and thus they have not been particularly concerned with acquiring Anglo-American ways. The children from this group tend to be more concrete in their expectations for the future. Goals and career plans revolve around immediate needs and closeness to home.

2. Educational and Testing Considerations.

a. Cuban children are more apt to respond to stressful classroom situations by clowning around and distracting the class then by nervous symptoms such as tics or bitten fingernails.

b. Cuban children tend to be field dependent and have an external locus of control. They respond better to praise and reinforcement from others than to internal self motivation.

c. Cuban children may be less verbal than their Anglo counterparts, less fluent in all areas of English language arts and consequently less strongly motivated in reading. They perform better in math.

d. Cuban children are apt to work well together and poorly alone.

e. Cuban children are supersensitive to changes in social climate. They are politically more aware, showing a stronger interest in government and foreign policy.

f. Cuban children are authoritarian and male oriented in their leadership expectations. They are more tied to ritual protocol than are their Anglo counterparts.

g. The Cuban student is just as competitive as his/her Anglo peers, but is probably more responsive to praise and more sensitive to criticism. The sensitivity to loss of face in front of a group is far greater than that of a typical Anglo and they are less likely to have a ready defense against sarcasm.

h. Young students may show delays in self help skills due to lower parental expectations. Retarded and physically handicapped children may have their needs taken care of completely at home and their lack of skills may not indicate their true potential.

i. Young Cuban children are not allowed to explore the community as freely as their Anglo counterparts. Such activities as crossing streets, going to stores alone, going out at night alone, or going unaccompanied to school are not generally permitted.

j. Young Cuban children may be less outgoing and responsive to examiners who are not from their language group.

k. In an evaluation situation, Cuban children respond best to a great deal of interpersonal warmth and encouragement. They may respond more to the rapport with the examiner than with the test task.

l. Cuban children react strongly to failure and may have a negative reaction to a testing situation if they are allowed to feel they are doing poorly.

PROFILE OF THE MEXICAN-AMERICAN MIGRANT CHILD

1. General Information.

Although the Mexican loves his country and its customs, he is finding that it is increasingly difficult to earn a living there which will support his family. It is in search of work that many Mexicans come to the United States. While the large majority settle in the Southwest, many others seek work as farm laborers. Their home bases are Florida, Texas and California. However, because all farm work is seasonal the workers must follow the crops in an attempt to work longer periods of the year and increase their incomes.

The typical adult migrant worker earns three thousand dollars a year for performing this arduous and back-breaking work. This is a pathetically low salary by any standard.

Each year hundreds of thousands of Mexican-American children travel with their parents as they look for more work. These children may attend several schools in one year or, even worse, they may not attend any school. Of those who do, only nine percent graduate. Most fail to go beyond sixth grade. It is not easy for a migrant Mexican-American child to get an education and break the cycle of poverty. There are many problems in his/her way; being extremely poor, mobile and linguistically and culturally different.

Numerous studies have suggested that a child's socioeconomic status is a strong determinant of success in school. A home environment lacking in toys, books, magazines, puzzles, pencils and paper will probably not provide a child the interests, skills and basic knowledge that would be of great help to him/her in his/her early education. In addition, although Mexican-American parents desire that their children have a better life than their own, a belief has developed that they will be unable to change their way of life in spite of their efforts. This could easily discourage young people from working hard in school.

Another great problem that Mexican-American migrant children have to face is their constant moving during the school year. Each move presents new people and situations to which the students must adjust, but rarely do. Instead, the students often feel discrimination and isolation. As if that were not enough they are also faced with a new curriculum with the subject matter at different levels than in their previous schools.

2. Educational and Testing Considerations.

a. Mexican-American culture emphasizes working together for the good of the group. This can cause conflict for a child who has to contend with the competitive environment of a traditional American school.

b. Mexican-American children may work more effectively in groups. This is, in part, due to the accustomed interdependence of family members.

c. If a Mexican-American child is reprimanded he/she will not look the adult in the eyes but rather lower his/her head and look to the ground. This is to show respect to authority and shame for wrongdoing.

d. A Mexican-American child may be absent from school on days when he/she must help in some task at home.

e. Mexican-American children tend to be very modest and may show embarrassment during physical education class.

f. Because of previous failures the Mexican-American child, as any other child, may develop a poor self-concept which could greatly inhibit his/her learning in school. He/she may feel apathy toward school when it is perceived as a "no win" situation.

g. Tests requiring previous experience within middle class culture and environment may be biased against migrant students. Even children born in this country may be farther from the core normative culture than middle class children who are new entrants.

PROFILE OF THE PUERTO RICAN CHILD

1. General Information.

In recent history, the island of Puerto Rico has experienced a blending of several cultural traditions, with the Spanish replacing the Taino-Indian culture and the American culture adding to it at the turn of the century. Spain ruled Puerto Rico for 400 years. In 1898, at the conclusion of the Spanish American War, Puerto Rico was ceded to the United States. The Jones Act of 1917 made Puerto Ricans American citizens. In 1952, Puerto Rico became a Commonwealth or Free Associated State. As a Commonwealth, the people of Puerto Rico have United States citizenship and partial representation in the United States Congress. Young Puerto Rican men have been subject to the draft the same as mainland citizens were. The relationship between Puerto Rico and the United States was originally designed as one of mutual support and has led to frequent travel between the island and the mainland for both Americans and Puerto Ricans.

A great many Puerto Ricans migrate to the mainland for economic reasons. As the population of Puerto Rico grew, agriculture, which had been the mainstay of the economy, no longer provided enough work for the people. Many came to the United States to find work and a better way of life for their families.

Puerto Rican Americans have a higher school dropout rate than other Hispanics, whites or blacks. The average Puerto Rican completes only 8.7 years of schooling. Many drop out because they feel the need to work and support their family. Others feel that school is not meeting their individual needs.

2. Educational and Testing Considerations.

a. As with other Hispanic groups, Puerto Rican children have language difficulties in school. They may be embarrassed to speak in English. Teachers should accept the students' attempts to speak English with as little criticism as possible.

b. Another problem that may arise for Puerto Rican children is that of race. In Puerto Rico, social class is more of a factor in one's life than is race. On the island there are various racial categories, such as "blanco" (whites), "prieto" (dark skinned), "negro" (blacks) and "trigueno" (tan). Within a family there may be all of those types, depending upon skin color and hair color and texture. On the mainland the categories are White or Black. Children of intermediate color may experience more adjustment problems if they are not accepted by Blacks or Whites.

c. In Puerto Rico children are taught to sit quietly in class and respond only when called on. They may not adapt easily to the role of active participant in class discussions.

d. Puerto Rican children perform best when very specific directions are given for an assignment or task.

e. Children who are frustrated in school may choose to withdraw rather than meet failure, or they may rebel and express belligerent behavior.

C. OTHER LANGUAGE GROUPS

PROFILE OF THE HAITIAN CHILD

1. General Information

Recent waves of Haitian immigration, i.e. the "boat people", have consisted largely of families who were looking for economic opportunity as well as greater political freedom. Many people came to Florida after being expelled from the Bahamas. The Haitian language is a Creole based on French.

The Haitian school system offers free primary and secondary education. The educational model emphasizes liberal arts and humanities, rather than technical and vocational education. The schools have not emphasized research or the hard sciences. Haitian education continues to maintain 19th century criteria oriented toward imparting good manners and a classical education. Contemporary Haitian education still emphasizes the classics, literature, philosophy, Latin and Greek, and de-emphasizes the physical and social sciences. Children's education is based on the method of par coeurisme which emphasizes rote learning, memory action and repetition rather than analysis and discussion.

Although education was free, it was offered only in the cities and towns, where only 15% of the population lives. For the 85% living in the rural areas, almost no education was offered until the 1920's. Rural education was conceptualized as a limited type of instruction up to six years, emphasizing primary education and adapted to the needs of a peasant population. Rural education, like urban education, was through the vehicle of the French language. Under Duvalier, a pilot project was introduced to teach reading and writing in Creole. It was represented as a project to spread literacy. Today the illiteracy rate remains at 90% for the total Haitian population. This is the case despite the fact that six years of primary education are supposed to be mandatory.

2. Educational and Testing Considerations.

a. Haitian parents delegate full responsibility for education to the school system. They are not used to participating in P.T.A.s or teacher meetings and may not choose to attend I.E.P. Conferences or Child Study Team meetings without direct encouragement from the school.

b. Along with the above, Haitian parents do not usually expect or know how to help their children with homework, which leaves the children without home stimulation or support.

c. Older children who are new entrants may have had little or no formal education. They may need to start at readiness levels even though they may be of secondary age.

d. Haitian children from a rural background may have no familiarity with urban and middle-class core culture related test items.

e. Low or non-existent incomes have led to a malnutrition problem which is so widespread among the Haitian community that it is known as "The Haitian Syndrome." Among other consequences, malnutrition impairs the Haitian child's potential for learning in the schools. Many of the children observed to have behavioral or learning problems often receive only one meal a day, the lunch served in the school program.

f. Many Haitian families are split with one parent still in either Haiti or the Bahamas. They may have little parental attention available.

g. Haitian children are not given decision making rights. They are told to "listen and do." They may find it difficult to operate independently in classroom activities.

h. In Haitian culture, parents whip their children to discipline them. In the U.S., some of these beatings may be perceived as child abuse. Stripped of their old methods of correcting misbehavior, Haitian parents feel even more powerless in understanding how to raise their children and fear further disruption of the family.

PROFILE OF THE VIETNAMESE CHILD

1. General Information.

The Vietnamese child comes from a rich cultural heritage. Most Vietnamese are Buddhists. Buddhism is more a moral system than a religion and its influences are indicated in the attitudinal characteristics of the Vietnamese people such as modesty, humility, self-effacement, and silent suffering. Confucianism is another strong religious philosophy, providing the Vietnamese people with a social code of behavior. The respect for elders and for teachers, the high regard for education, the strong family tie, and the cult of ancestors are all influences of Confucianism on the Vietnamese.

The family is the most important factor in the Vietnamese value system. The family is the center of an individual's life and the Vietnamese are extremely concerned with their family's welfare, growth, harmony, pride, prestige, reputation, and honor. The Vietnamese family is an extended one, often including several generations and extending to friends and colleagues. This strong family tie can be a source of identity and security, but it can set limits to individual freedom because misconduct of a Vietnamese is blamed not only on the individual, but also on family, relatives and ancestors. Vietnamese children tend to be hesitant to try something new or different simply because they may fear offending their parents or family. This attitude differs greatly from a Westerner who values independence and individual freedom.

Education is highly respected and valued because it is the main stepping stone to social positions and job opportunities in the Vietnamese society. This tends to make a Vietnamese a hard working student with strong competitive attitudes placed on grade and rank placement in the classroom. It also places the teacher at a very high level of respect. In the social order, teacher is second only to the king, even preceding the father (king-teacher-father).

Generally speaking, Vietnamese children at home are polite and well behaved. Parents have absolute authority over the child with father as the "head" and mother as the "heart" of the household. Usually, Vietnamese children are obedient and respectful to elders. Disobedience is regarded as a serious violation of the moral code. They are passive because parents are the authority. They tend to be shy, especially the girls. Parents expect their children to do well in school, usually placing more academic pressure on the boys than on the girls.

The newly arrived refugees or the "boat people" experience much more the hardships of fear, deprivation, and anxiety than the early group of refugees in 1975. Most of these "boat children" have spent many months to years in refugee camps where the living conditions were very primitive, with very little, or no, education and no health care.

Emotional conflicts are perhaps the hardest and most salient factors to deal with since the refugee child is totally unprepared for the change of situation. The effects of war and evacuation are very real. These children are faced with death, separation, deprivation, and brutality. The depth of their imprint on the child is difficult to measure. However, it is certain that they are sources of many nightmares and fears. The changing role of parents is another cause of conflict. The father who, in Vietnam, was the head and often the sole financial provider for the family can often no longer be the authoritarian figure due to unemployment or underemployment. These are causes for depression for parents and insecurity and anxiety for the child. Understanding and being aware of these adjustment problems are the very first steps for teachers to help the refugee child in his acculturation process.

2. Education and Testing Considerations.

   a. Vietnamese students are used to highly structured classroom situations where the teacher is the sole authority figure. In Vietnam students were expected to be well behaved, polite and respectful to teachers.

   b. Vietnamese children are usually quiet and passive in class. However, this can change to wild, loud, uninhibited behavior on the playground. In Vietnam, the sequence of school activities is 45 minutes of intensive academic work and 10 minutes of recess. The recess is a release of tension time. This explains the complete change of attitude in many of these children.

   c. Vietnamese children tend to speak in low voices, especially the girls. Raising your voice is considered undesirable and impolite. Because of politeness and modesty, the Vietnamese student will wait to be called on, rather than volunteer.

   d. Eye contact with the teacher, especially while talking, is avoided because it is a sign of disrespect. Students may not ask for help when needed. The teacher may need to directly inquire if the student understands.

   e. There is a reserved attitude between boys and girls, especially at the junior high and high school levels. Dating is not a common practice.

   f. Vietnamese children tend to have good study habits and to study hard; but they will rarely question the teacher, experiment, or look for independent solutions. Library research and group study are unfamiliar.

   g. A Vietnamese smile is not always a sign of happiness or agreement and may hide a multitude of feelings. It can be an expression of friendliness, or a polite way to avoid certain answers or actions, or to hide disappointments or worries.

h. The practice of taking showers collectively after physical education can cause great embarrassment for some Vietnamese girls, or the pairing of girls and boys in laboratory work may cause problems for certain girls, not in the habit of working with boys.

i. The informality of American teachers may be shocking to students and their parents. Parents will expect to be informed of their children's progress.

PROFILE OF THE GREEK CHILD

1. General Information.

Today, as always, Greeks continue to flee to America in search of a better life. They bring many hopes and prayers that their offspring will prosper in this dynamic country. Usually, they make their way into communities where a Greek fellowship has begun to root, most likely where relatives are living.

Upon arrival they typically either stay with relatives until employment is found, or have relatives help search for a home suitable for the time being. Immediate priorities consist of paternal employment, and enrollment of their children into nearby schools.

Settlement is usually difficult. Like any other minority they are victims of prejudice, even among their Greek community. They are called "D.P.'s" (displaced persons), and are reminded about arriving on "Banana Boats." The Greek-American is quite critical. He forgets that this new arrival is also trying to achieve the same goals as the Greek-American, but on a more primary level.

The majority of Greeks arriving are of lower to middle class income. The family's wardrobe and personal appearance is different from the Greek American's. This can accentuate differences between the American Greek and the newly arrived. Unaccustomed to American ways, the Greek may continue to employ basic old country habits in his home, and in his personal interactions.

2. Educational and Testing Considerations.

a. Traditional and religious holidays may influence the child's attendance in school. For example, Tuesdays may be avoided and new ventures seldom considered. This was the day Constantinople fell and is thought to be bad luck. Also, some days are so holy that all family members can be found in church.

b. In most Greek communities the children are required to attend "Greek" school, usually held daily after "American" school. Sunday school is also important. These activities support the culture but may cut down on the child's available study and homework time.

c. Children are trained to respect their elders and if a problem arises, parent involvement and disciplinary actions where needed, are common.

d. Girls are trained at an early age to become good cooks and homemakers. The boys in the family have much more freedom. A few household chores may be assigned to them, however, they are held accountable with less regularity.

e. It is still common for parents to fix up marriages and offer the groom a dowry. Therefore, the Greek girl's upbringing is quite protected, especially compared with boys. Encouragement of girls to enter professions will be unlikely.

PROFILE OF THE RUSSIAN CHILD

1. General Information.

The slow emigration of Russian Jews began in 1968, when the Kremlin first permitted it. The numbers of people leaving Russia have fluctuated since that time, the peak year being 1973 when 35,000 Jews left Russia. Many emigrated to Israel and other countries, including the United States. There are many Russian Jews now living in South Florida.

The emigrees encounter a number of cultural differences to which they must adjust, including a new language. The educational systems and child rearing practices of Russia and the United States are greatly dissimilar in many respects.

In Russia, a person or group holding power is not to be questioned. This is prevalent in all aspects of daily life, including education. Neither students nor parents would dispute the authority of teachers or the schools. Parents are informed of the progress of their children in school on a weekly basis. Teachers will blame the parents if a child is not doing well or if the child misbehaves. Teachers actually reprimand parents in periodic meetings at school. The parents do not argue. Students may be admonished in the same way, but they too only listen. Teachers use public shame to keep the students in line.

Both students and parents are surprised by the United States schools. The parents wonder why they do not receive weekly reports on their children. They are left thinking that the teacher must not know how the students are progressing. If, at an open house, the American teacher does not reprimand a few parents and blame them for their childrens' poor school work, the parents believe that the teacher does not care.

Another characteristic of Russian schools, in sharp contrast to those in the United States, is their promotion of the conformist society. In a Russian classroom, all the students do the same work at the same time. When these students come to American schools, they find it difficult to adjust to the more open, freer system. In the American school, initiative, creativity, and spontaneity (which were stifled in Russia) are now rewarded. Russian students may find the choices which they are now faced with somewhat disconcerting. For example, they now must choose which electives to take. There were no elective classes in Russia.

2. Educational and Testing Considerations.

a. The Soviet system places emphasis on drill and straight memory work. Students are drilled in the mechanics of mathematics but they are not taught to think abstractly through the use of word problems.

b. Russian children learn by rote memorization with whole groups reciting aloud.

c. Russian schools are also teacher centered. That is, they rely on explanations, lectures, and demonstrations by the teachers. Students assume a passive role and ask few questions. Dialogues in the class are very rare. In American schools, these children may be slow to participate in discussions, or even to ask questions.

d. Children in Russia begin school at the age of seven. Some children may be eight years old without ever having attended school. However, they make rapid progress through school.

e. A young person who may have left school after the eighth grade to work will find that he/she must go back to school in the United States (if under the age of 16). Neither the child nor the parents may want a return to school to take place.

f. Another problem which may occur has its start prior to leaving Russia. When a Russian Jew applies for permission to leave Russia, the children are not permitted to attend school and an extended wait may occur before they can leave the country. Thus, when the child is enrolled in school in the United States, he/she may be several years older than his classmates.

g. Russian parents tend to be quite protective of their children. They wait on the children at home and do not encourage independence.

SECTION IV

BIBLIOGRAPHY

SECTION IV

BIBLIOGRAPHY

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Bilingual Education Service Center, 500 S. Dwyer Avenue, Arlington Heights, IL 60005

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South African Sciences Research Council, Private Bag X41, Pretoria, 0001, RSA

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APPENDIX I

BILINGUAL DIAGNOSTIC PERSONNEL IN FLORIDA

BILINGUAL DIAGNOSTIC PERSONNEL IN FLORIDA

SCHOOL PSYCHOLOGISTS

Name/Address/Phone	Language	County
Carl R. Balado 1450 Martin Blvd Merritt Island, FL 32952 (305) 631-1911, Ext. 514	Spanish	Brevard
Amelie Bethart Tejera, N. Area 14027 N. E. 16th Ct. N. Miami Beach, FL 33181 891-8364	Spanish	Dade
Alyce Bradford, N. Central Area 1040 LaBaron Drive Miami, FL 33166 883-1007	Spanish Some French	Dade
Jorge Y. Del Valle 1080 LaBaron Drive Miami Springs, FL 33166 883-1006	Spanish	Dade
Armantina M. Espinosa 2201 S.W. 4th St. Miami, FL 643-5780	Spanish	Dade
Paul Feria 1016 Education Ave. Punta Gorda, FL 33959	Spanish	Charlotte
Cristina Fernandez-Carol 2201 S. W. 4th St. Miami, FL 643-5780	Spanish	Dade
Daniel Gail P.O. Drawer 820 Panama City, FL 32401 769-1431	Spanish	Bay
Cristina A. Gonzalez 2201 S.W. 4th St. Miami, FL 643-5780	Spanish	Dade
Oriana Lenarez (813) 442-3200	Spanish	Orange

Name/Address/Phone	Language	County
Maria Teresa C. Leiva 2201 S.W. 4th St. Miami, FL 643-5780	Spanish	Dade
Carlos E. Martinez 2201 S.W. 4th St. Miami, FL 643-5780	Spanish	Dade
Nancy Meredith 2609 U.S. 41 N. Land O'Lakes, FL 33539	Spanish	Pasco/ Pinellas
Leora Murphy 2418 Hatton St. Sarasota, FL 33577	Spanish	Sarasota
Margarita Pella 14027 N.E. 16th Ct. Miami, FL 891-8364	Spanish	Dade
Maria V. Perez-Zarraga 2201 S.W. 4th St. Miami, FL 643-5780	Spanish	Dade
Dr. Antonio Puente N.E. Florida State Hospital, S.R. 121, Macclenny, FL 32063	Spanish	Baker
Jorge Puente-Duany 1080 LaBaron St. Miami Spring, FL 33166 883-1008	Spanish	Dade
Theresa Rambo 3333 Marquette St. Springs Hills, FL 33526 (804) 796-6761	Spanish	Hernando
Amparo Ross, FDLRS-South 3196 S.W. 62nd Ave. Miami, FL 33155 667-7538	Spanish	Dade
Orlando Santurio 475 E. Osceola Ave. Clewiston, FL 33440 (813) 983-5102	Spanish	Hendry

Name/Address/Phone	Language	County
Yolanda Sklar 3116 Prairie Ave. Miami Beach, FL 33140 531-7897	Spanish/ French	Dade
Iris Torres 600 N.W. 19th Ave. Ft. Lauderdale, FL 33311	Spanish	Broward
Lucy B. Torres 1080 LaBaron Drive Miami Springs, FL 33166 883-1009	Spanish/ Italian	Dade
Lydia B. Usategui 2201 S. W. 4th St. Miami, FL 643-5780	Spanish	Dade
Lissette Villanueva 207 N. Lee St. Leesburg, FL 32748	Spanish	Lake
Ana D. Weiss 9040 S. W. 79th Ave. Miami, FL 33176 592-7022	Spanish	Dade
Dr. Linda Werner 3323 Belvedere Road Bldg. 502, Rm. 126 West Palm Beach, FL 33402 (305) 684-5156	Spanish	Palm Beach

COUNSELORS

Name/Address/Phone	Language	County
Steven Swann, Martin/FDLRS Galaxie, 500 E. Ocean Blvd. Stuart, FL 33494 287-6400	Spanish	Martin
Karen R. Crouse Highland Elem. School 1101 Lake Trafford Rd. Immokaloe, FL 33934 (913) 657-2017	Spanish	Collier
Gerarda Jones Box 1910 Daytona Beach, FL 32015	Spanish	Volusia
Teresita B. Leeson 1325 San Marco Blvd. Jacksonville, FL 32207	Spanish	Duval
Betty J. Moerings, Orange Park H.S. 2300 Kingsley Ave. Orange Park, FL 32073 (904) 264-7585/86	French/ German/ Dutch	Clay
Barbara Mulligan 3395 Dairy Road Titusville, FL 32780 (305) 269-3252	Spanish	Brevard
Leo Riveria Rockledge High School 220 Raider Road Rockledge, FL 32955 (305) 636-0721	Spanish	Brevard
Maria Rosado 500 E. Ocean Blvd. Stuart, FL 287-6400	Spanish	Martin
Robbie Simihtsi District School Board of Hernando County 3333 Marquette St. Spring Hills, FL 33526	Spanish	Hernando

COUNSELORS

Name/Address/Phone	Language	County
Dorothy Smith West Homestead Elementary 1550 S.W. 6th St. Homestead, FL (305) 248-0863	Spanish	Dade
Pauline Stead District School Board of Hernando County 3333 Marquette St. Spring Hills, FL 33526	French	Hernando

SPEECH & AUDIOLOGY

Name/Address/Phone	Language	County
Cherie M. Cannon 9250 S. W. 52nd Terr. Miami, FL 271-7411	Spanish	Dade
Jill Cook Gulfstream Elementary 20900 S.W. 97th Ave. Miami, FL 33189 251-4073	Sign	Dade
Barbara de'Villiers Gulfstream Elementary 20900 S.W. 97th Ave. Miami, FL 33189 251-4073	Spanish/ Sign	Dade
Phyllis K. Goldberg 12650 S.W. 109th Ave. Miami, FL 255-3934	Spanish	Dade
Julie Gonzalez Avocado Elementary Mail Code 0161 274-4942	Spanish	Dade
Jose Lozano J.C. Mitchell Elementary ECE Center 2401 N.W. 34 Ave. Boca Raton, FL 33432 395-8233	Spanish	Palm Beach
Nilda Lopez Morgenstern FDLRS-South 3196 S. W. 62nd Ave. Miami, FL 33155 (305) 667-7536	Spanish	Dade

SOCIAL WORKERS

Name/Address/Phone	Language	County
William W. Bruce Jr. 2055 Central Ave. Ft. Myers, FL 33901 334-1102, Ext. 113	Spanish/ Italian	Lee
Silvia Echogaray 1211 Mellonville Sanford, FL 32771 322-1252, Ext. 221	Spanish/ French	Seminole
Dolores Ventura Levine 6501 S.W. 39th St. Ft. Lauderdale, FL 33314 472-0208	Spanish	Broward
Maria O'Keefe 800 S. Delaney Orlando, FL 32801 423-9250	Spanish	Orange
Hope Rivkind, FDLRS-South 3196 S.W. 62nd Ave. Miami, FL 33155 667-7536	Spanish	Dade
Maria Rodriguez 800 S. Deleney Ave. Orlando, FL 32801 442-3200, Ext. 440	Spanish	Orange
Josefina Valdez 800 S. Deleney Ave. Orlando, FL 32801 442-3200, Ext. 440	Spanish	Orange

APPENDIX II

DUE PROCESS FORMS

Procedural forms have been developed in:

a. English
b. Chinese
c. French
d. Greek*
e. Haitian Creole
f. Portuguese
g. Russian
h. Spanish
i. Vietnamese

They will be presented by form in the above order of languages with each subtitled in English.

1. Procedural Safeguards Available to Parents of Exceptional Students 93
2. Notice of Intent to Conduct an Evaluation. 133
3. Parental Consent Form for Evaluation 151
4. Staffing Notification to Parents. 167
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9. Review of Individualized Education Programs 249

* Procedural Safeguards only

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

The procedural safeguards available to parents in the Dade County, Florida, Public Schools shall be consistent with Federal Law 94-142, sections 121a.561, 121a504(b) (1) (i), 121a.344 (a) (3), 121a.504(b) (1) (ii), 121a.500 (a) (b) (c) and Florida State Board of Education Administrative Rules 6A-1.955(6) (a), 6A-1.331 (7) (a), and 6A-1.331 (1) (d).

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

It is very important for you to understand that you have the following rights:

1. You may examine all records related to the referral, identification, evaluation or educational placement of your child. You are also entitled to:
   a. Explanations and interpretations of the records;
   b. Copies of the records. Fees for copies must be based upon the cost of reproduction
   c. Seek correction of your child's records if you believe it is not accurate;
   d. Give consent prior to the disclosure of certain information;
   e. Request a hearing if you and the school district cannot reach agreement regarding the information in your child's records.
2. You may obtain an independent evaluation. This evaluation must be conducted by a licensed professional who is not an employee of the school system.
   a. The evaluation will be at public expense if:
      1) You disagree with an evaluation obtained by the school district. However, the school district may request a hearing to show that its evaluation is appropriate. If the hearing officer rules in your favor, the school district will pay for the evaluation.
      2) A hearing officer conducting a hearing related to any action taken by the school district concerning special education, requests an independent evaluation.
   b. The evaluation will be at the parent's expense if:
      1) The parent voluntarily assumes the cost.
      2) The parent disagrees with the school's evaluation, and an impartial hearing officer decides in favor of the school district.
3. If you pay for an independent evaluation, you have the choice to introduce the evaluation for consideration by the school system or at a hearing. In both cases, if you choose to offer the evaluation, it must be considered by school personnel or the hearing officer in their decision regarding your child.
4. You may refuse to agree to the pre-placement evaluation. In this case, the school district may request a hearing to settle the disagreement.
5. You may refuse to agree to a school district's proposed placement or a refusal to place your child in an exceptional education program. In this case, the school district may request a hearing to settle this disagreement.

6. You may withdraw your agreement to allow an evaluation or placement at any time.
7. You will be notified of any other action the school district proposes to take regarding further identification, evaluation, change of placement, or provision of an education for your child.
8. Should you and the school district be unable to reach an agreement regarding the proposed identification, evaluation, placement or provision of an education for your child, both you and the school district have the following rights:
   a. To request an impartial due process hearing, with the results of that hearing mailed to you within forty-five (45) days after the receipt of that request. The request for a hearing should be made in writing to the District Superintendent of Schools.
   b. To have the hearing conducted by an impartial hearing officer. The impartial hearing officer, will not be an employee of the local school district nor will he/she have a personal or professional interest in the outcome of the hearing.
   c. To be accompanied and advised by an attorney or other individuals with special knowledge of exceptional children.
   d. To present evidence, or to prevent the introduction of evidence that has not been provided to the other party at least five (5) days prior to the hearing.
   e. To question and require the attendance of witnesses.
   f. To obtain a written or taped record of the hearing.
   g. To obtain the written findings and the decision of the hearing officer.
9. In addition to the rights above, you have the following rights regarding hearings:
   a. To have your child present.
   b. To open the hearing to the public upon request. The hearing will be closed to the public unless you request that it be open.
   c. To receive from the school district information about free or low-cost legal and other appropriate services. This information will be provided to you if you ask, or if a hearing is requested by either you or the school district.
10. You may appeal the decision of the hearing officer to the State Commissioner of Education for review. You will be given a decision within thirty (30) days of the request for a state-level review.
11. You may appeal the decision of the State Commissioner of Education to the Courts.
12. Your child will remain in his present program during all hearings and appeals. However, you may agree to a compromise placement with the school system during this time.
13. If a parent or guardian cannot be located, an individual will be assigned to act as a surrogate parent to represent the child.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(CHINESE VERSION)

△對特殊情形學生之家長的行動保護法閣下注意下列各項重要的權利：

一、你可審查貴子弟的評价及所編入之特別班之理由。你還可以要求學校：

(一)解釋有关貴子弟之病历。

(二)申請要一份病历副本。

(三)如認為所知的病历不对的話，你有权和別医生商量。

(四)非得家長同意，該學生之病历不得公開。

(四)如你和學校之間不能達成協议，可以要求公開聆聽。

二、你可以去見校外的專家檢查貴子的病情，政府負担下列情况之支出：

(一)你不同意校方之評价，而發法庭勝訴，校方則付此費用。

(二)如果聆聽法官要与我医生再作評价，則政府支付此費。

家長負担下列情况之支出：

(一)家長自願付費。

(二)聆聽法官已同意校方之評价。

三、若你自己負担医生費去檢查貴子弟之病况，則你可以將病历提供給校方或聽法庭。

四、若你認為校方將貴子弟編入不適当之班別，則可要求聆聽。

五、若你認為貴子弟不應編入特殊情形之班別者，亦可要求聆聽。

六. 你可以隨時取消同意校方將貴子弟編入特殊情形之班別.

七. 校方在處理貴子弟之特殊情形及編級時, 通知家長.

八. 如你和校方均不能達成協議, 應處理此事, 則可以採下列方法:

(一) 可要求本區學校主任將聆聽結果在四十五日內寄給你.

(二) 由一位和双方沒有关係之聆聽法官來處理此事.

(三) 你可以請你的律師和專家來談判此事.

(四) 聆聽前五天, 將一切証件提呈聆聽法庭.

(五) 可要求証人出席聆聽.

(六) 可要求記錄或錄音一切聆聽過程.

(七) 可要求將聆聽結果用書面通知.

九. 以上各種权利以外, 你还可以有权要求:

(一) 貴子弟出席.

(二) 准許或禁止公衆聆聽.

(三) 可要求一免費或低酬之律師協助.

十. 你可申請省教育局長審查此事, 三十日內將結果回覆家長.

十一. 若仍不滿意, 則可向法庭申訴.

十二. 在進行聆聽期間貴子弟必須留在特別情形之班別.

十三. 若學生之父母不能出席, 則監護人代表.

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS
(FRENCH VERSION)

ECOLES PUBLIQUES DU COMTE DE DADE
BUREAU DES PROGRAMMES EDUCATIFS
DIVISION DE L'EDUCATION DES ELEVES EXCEPTIONNELS

DROITS LEGAUX DES PARENTS D'ELEVES EXCEPTIONNELS

Il est très important que vous compreniez que vous avez les droits suivants:

1. Vous pouvez examiner tous les papiers concernant les rapports, l'identification, l'évaluation ou le placement scolaire de votre enfant. Vous avez aussi le droit de:

   a. Demander des explications et l'interprétation des documents.
   b. Demander des copies des documents. Le prix de ces copies sera basé sur le coût de la reproduction.
   c. Demander qu'on corrige les documents scolaires de votre enfant si vous pensez qu'ils ne sont pas exacts.
   d. Donner votre accord avant la divulgation de certains renseignements.
   e. Demander une audience si vous n'êtes pas d'accord avec la Commission d'Education en ce qui concerne les documents scolaires de votre enfant.

2. Vous pouvez obtenir une évaluation séparée. Cette évaluation sera effectuée par un évaluateur certifié qui n'est pas employé par le système scolaire.

   a. Cette évaluation sera payée par le gouvernement si:

      1) vous n'êtes pas d'accord avec l'évaluation du district scolaire. Cependant le district scolaire peut demander une audience pour montrer que son évaluation est correcte. Si le président de l'audience vous donne raison, le district scolaire paiera l'évaluation.

      2) un président de l'audience, effectuant une audience concernant des décisions prises par le district scolaire ayant rapport à l'éducation spéciale, demande une évaluation séparée.

   b. Cette évaluation sera aux frais des parents si:

      1) les parents décident de la payer volontairement.

      2) les parents ne sont pas d'accord avec l'évaluation de l'école et le président de l'audience donne raisón au district scolaire.

3. Si vous payez pour une évaluation séparée, vous avez le droit de présenter l'évaluation qui sera considérée par le système scolaire ou lors d'une audience. Dans les deux cas, si vous choisissez d'offrir l'évaluation, elle doit être considérée par le personnel scolaire ou le président de l'audience quand une décision est prise concernant votre enfant.

4. Vous pouvez ne pas être d'accord avec l'évaluation de pré-placement. Dans ce

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cas, le district scolaire peut demander une audience pour résoudre le désaccord.

5. Vous pouvez refuser que votre enfant prenne l'examen de placement prévu par le district scolaire ou vous pouvez contester le refus de la part de l'organisation de placer votre enfant dans un programme d'élèves exceptionnels. Dans ce cas, le district scolaire peut demander une audience pour résoudre le désaccord.

6. Vous pouvez refuser qu'on donne une évaluation ou un examen de placement à votre enfant à n'importe quel moment.

7. Vous serez informés de toute autre décision que le district scolaire prendra en ce qui concerne la classification, l'évaluation, le changement de placement, ou les mesures concernant l'éducation de votre enfant.

8. Si vous et le système scolaire êtes incapables de parvenir à un accord concernant cette classification ou évaluation, ce placement ou les mesures concernant l'éducation de votre enfant, vous avez tous les deux les droits suivants:

   a. Demandez une audience impartiale dont les résultats devront vous être envoyés dans les quarante-cinq jours (45) après la réception de cette demande. La demande d'audience doit être adressée par écrit à l'administrateur général des écoles.

   b. Exiger que l'audience soit présidée par une personne impartiale, qui n'est pas employée par le district scolaire, et qui a un intérêt personnel ou professionnel dans le résultat de l'audience.

   c. Vous faire accompagner ou recevoir les conseils d'un avocat ou de toute autre personne ayant des connaissances sur les enfants exceptionnels.

   d. Présenter des évidences, ou bien empêcher l'introduction d'évidences qui n'ont pas été fournies à l'autre partie au moins cinq (5) jours avant l'audience.

   e. Questionner et exiger la présence de témoins.

   f. Obtenir un rapport écrit ou enregistré de l'audience.

   g. Obtenir les conclusions écrites et la décision du président de l'audience.

9. En plus des droits ci-dessus, vous avez les droits suivants concernant l'audience:

   a. Que votre enfant soit présent.

   b. Que l'audience soit ouverte au public. L'audience sera privée à moins que vous demandiez qu'elle soit publique.

   c. Que le district scolaire vous donne les renseignements concernant les services légaux ou autres, fournis gratuitement ou pour une somme modique. Ces renseignements vous seront donnés si vous le demandez, ou si vous ou le district scolaire demandez une audience.

10. Vous avez le droit de faire appel au Commissaire d'éducation de l'état si vous n'êtes pas d'accord avec le président d'audience. Vous recevrez la décision dans les trente (30) jours qui suivent la demande de révision au niveau de l'état.

11. Vous pouvez faire appel aux tribunaux si vous n'êtes pas d'accord avec la décision du Commissaire d'éducation de l'état.

12. Votre enfant restera dans l'école ou la classe où il se trouve durant toutes les

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audiences et les appels. Toutefois vous pouvez arriver à un compromis pour cette période avec le district scolaire.

13. Si les parents ou les tuteurs ne peuvent pas être contactés, une personne sera chargée d'agir comme parent pour représenter l'enfant.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(GREEK VERSION)

ΔΙΑΘΕΣΙΜΑ ΜΕΤΡΑ ΠΡΟΣΤΑΣΕΙΑΣ ΔΙΑ ΤΟΥΣ ΓΟΝΕΙΣ ΜΑΘΗΤΩΝ ΕΙΔΙΚΩΝ ΠΡΟΒΛΗΜΑΤΩΝ

'Ως γονεῖς εἶναι πολύ σπουδαῖον νά γνωρίζετε ὅτι ἔχετε τά ἀκόλουθα δικαιώματ

1. Μπορεῖτε νά ἐλέγξετε ὅλα τά ἔγγραφα πού ὑπάρχουν σχετιζόμενα μέ τίς ἐκτιμήσεις, ἐξακριβώσεις ταυτότητος ἤ ἐκπαιδευτική τοποθέτηση τοῦ παιδιοῦ σας. 'Επίσης δικαιοῦσθε:

   α. Νά λάβετε ἐξηγήσεις καί ἑρμηνεῖες τῶν ἐγγράφων.
   β. 'Αντίγραφα αὐτῶν. 'Η τιμή τῶν ἀντιγράφων θά ἐξαρτηθῆ ἐκ τοῦ κόστους παραγωγῆς.
   γ. Νά ἐπιδιώξετε διόρθωση τῶν ἐγγράφων τοῦ παιδιοῦ σας ἐάν πιστεύετε ὅτι αὐτά δέν εἶναι ὀρθά.
   δ. Νά δώσετε τήν συγκατάθεσιν σας πρίν ἀπό τήν ἀποκάλυψιν ὡρισμένων πληροφοριῶν.
   ε. Νά κάνετε αἴτησιν ἀκροάσεως ἐάν ἐσεῖς καί τό σχολεῖο τῆς περιφερείας σας δέν μπορεῖτε νά ἔλθετε εἰς μίαν συννενόησιν σχετικά μέ τάς πληροφορίας πού ὑπάρχουν εἰς τά στοιχεῖα τοῦ παιδιοῦ σας. (Τό ἄτομον πού θά ἔρθετε εἰς ἐπαφήν ἀναφέρεται εἰς τάς πληροφορίας τῶν σχολικῶν κανονισμῶν.)

2. Ἔχετε τήν ἐξουσίαν νά κάνετε αἴτησιν καί λάβετε μίαν ἀνεξάρτητιν ἐκτίμησιν.

   α. 'Η ἐκτίμηση θά γίνη ἐπί δαπάνη τοῦ δήμου ἐάν

      ι. Δέν συμφωνεῖτε μέ τήν ἐκτίμησιν τοῦ σχολείου. Τό σχολεῖο τότε ἔχει τό δικαίωμα ἀκροάσεως διά ν' ἀποδείξη ὅτι ἡ ἐκτίμησις εἶναι ὀρθή. 'Εάν ὁ λειτουργός τῆς ἀκροάσεως αὐτῆς βγάλει εὐνοϊκή διά σᾶς ἀπόφαση, τό σχολεῖο τότε θά πληρώση τά ἔξοδα τῆς ἐκτιμήσεως.
      ιι. 'Ο λειτουργός τῆς ἀκροάσεως προτίνει διά μίαν ἀνεξάρτητιν ἐκτίμησιν.
      ιιι. 'Εάν τό σχολεῖο συμφωνήση νά πληρώση διά μίαν ἀνεξάρτητιν ἐκτίμησιν, τά κριτήρια πρύ θά χρησιμοποιηθοῦν εἰς αὐτήν τήν ἐκτίμησιν θά πρέπει νά εἶναι τά ἴδια ὅπως αὐτά πού χρησιμοποιήθησαν καί εἰς τό σχολεῖο.

   β. 'Η ἐκτίμησις θά γίνη ἐπί ἐξόδω τῶν γονέων ἐάν

      ι. Οἱ γονεῖς ἑκουσίως ἀναλάβουν τάς δαπάνας
      ιι. Οἱ γονεῖς δέν συμφωνοῦν μέ τήν ἐκτίμησιν τοῦ σχολείου καί ἕνας ἀμερόληπτος λειτουργός βγάλει εὐνοϊκή διά τό σχολεῖο ἀπόφαση.

3. 'Εάν πληρώσετε διά μίαν ἀνεξάρτητον ἐκτίμησιν ἔχετε τήν ἐκλογήν νά φέρετε τ' ἀποτελέσματα αὐτῆς τῆς ἐκτιμήσεως εἰς τό σχολεῖο τῆς περιφερείας ἤ εἰς τήν ἀκρόασιν. Εἰς ἀμφοτέρας τάς περιστάσεις, τό σχολεῖο καί ὁ λειτουργός τῆς ἀκροάσεως θά πρέπει νά λάβουν τήν ἐκτίμησιν αὐτήν ὑπ' ὄψιν των εἰς τήν ἀπόφασιν των σχετικά μέ τό παιδί σα

4. Μπορεῖτε ν' ἀρνηθῆτε καί νά μήν δεχθῆτε τήν προ-ἐκτιμητικήν ἐξέτασιν. Εἰς τήν περίπτωσιν αὐτήν τότε, τό σχολεῖο ἔχει τήν ἀξίωση νά ζητήση ἀκρόασιν ὥστε νά ἀποκαθισθῆ ἡ διαφωνία.

5. Ἔχετε τό δικαίωμα ν' ἀπορρίψετε τήν ἀπόφασιν τῆς ταξινομήσεως τοῦ παιδιοῦ σας καθώς ἐπίσης ν' ἀρνηθῆτε τήν τοποθέτησιν του εἰς εἰδικόν πρόγραμμα. Εἰς τήν περίπτωσιν αὐτήν τό σχολεῖο δύναται νά προτείνη ἀκρόασιν διά ν' ἀποκαθισθῆ ἡ διαφωνία.

6. Μπορεῖτε νά ἀποτραβήξετε τήν συγκατάθεσιν πού δώσατε εἰς τό σχολεῖον νά ἐκτιμήσουν καί τοποθετήσουν τό παιδί σας.

7. Νά ἐνημερωθῆτε διά κάθε ἄλλην κατεύθυνσιν πού θά προτείνη τό σχολεῖο διά περαιτέρω ἐξακρίβωσιν ταυτότητος, ἐκτιμήσεως, ἀλλαγή τοποθετήσεως καί ὅρους ἐκπαιδεύσεως καταλληλότερους διά τό παιδί σας.

8. Ἐν περιπτώσει πού δέν μπορεῖτε νά ἔρθετε εἰς συμφωνίαν ἐσεῖς καί τό σχολεῖο τῆς περιφερείας σας διά τήν ἐξακρίβωσιν ταυτότητος, ἐκτιμήσεως, τοποθετήσεως καί ὅρους ἐκπαιδεύσεως διά τό παιδί σας, τότε ἀμφότεροι ἐσεῖς καί τό σχολεῖο ἔχετε τά ἀκόλουθα δικαιώματα:

   α. Νά κάνετε αἴτησιν διά μία ἀμερόληπτον ἀκρόασιν, καί τ' ἀποτελέσματα αὐτῆς τῆς ἀκροάσεως νά σᾶς ταχυδρομηθοῦν ἐντός 45 ἡμερῶν ἀπό τῆς λήψεως τῆς αἰτήσεως σας. Αἰτήσεις πρός ἀκρόασιν ἀποτείνονται γραπτῶς πρός τόν Βοηθόν Ἐπιθεωρητοῦ Εἰδικῆς Ἐκπαιδεύσεως.
   β. Ἡ ἀκρόασις θά γίνη ὑπό ἀμερολήπτου λειτουργοῦ. Αὐτός δέν πρέπει νά εἶναι ὑπάλληλος τῆς τοπικῆς σχολικῆς ἐκπαιδεύσεως οὔτε καί νά ἔχη προσωπικά ἤ ἐπαγγελματικά συμφέροντα ἀπό τήν ἀπόφασιν αὐτῆς τῆς ἀκροάσεως.
   γ. Νά συνοδεύσεται καί συμβουλεύεται ὑπό δικηγόρον ἤ ἄτομα πού ἔχουν κάποιαν πεῖραν μέ παιδιά εἰδικῶν προβλημάτων
   δ. Νά παρουσιάση ἀποδείξεις ἤ νά ἀποτρέψη ἀποδείξεις πού ἐφοδίασαν εἰς τήν ἀκρόασιν πέντε ἡμέρες πρότερο τῆς ἀποφάσεως.
   ε. Νά ἀμφισβητήσετε καί ἀπαιτήσετε παρουσία μαρτύρων.
   ζ. Νά ἀποκτήσετε γραπτή ἤ μαγνητοφωνημένη ἀναγραφή τῆς ἀκροάσεως.
   η. Νά ἀποκτήσετε γραπτῶς τά πορίσματα καί τάς ἀποφάσεις τοῦ λειτουργοῦ τῆς ἀκροάσεως.

9. Ἐπιπροσθέτως ἔχετε τά κάτωθι δικαιώματα ὅσον ἀφορᾶ ἀκροάσεις:

   α. Νά ἔχετε παρόν τό παιδί σας.
   β. Ἡ ἀκρόασις νά εἶναι ἀνοικτή εἰς τό κοινόν μόνον κατόπιν ἐκλίσεως σας
   γ. Νά λάβετε πληροφορίας ἀπό τό σχολεῖο διά δωρεάν ἤ πολύ οἰκονομικάς νομικάς συμβουλάς καί ἄλλας καταλλήλους ὑπηρεσίας. Αὐτές οἱ πληροφορίες θά σᾶς ἐφοδιασθοῦν μόνον ἐάν ἐρωτήσετε εἴτε ἡ ἀκρόασις ἔχει κλιθῆ ὑπό τοῦ σχολείου ἤ ὑπό σᾶς.

10. Ἔχετε τό δικαίωμα νά κάνετε ἔφεση πρός ἀναθεώρησιν τήν ἀπόφασιν τοῦ λειτουργοῦ εἰς τόν Πολιτειακόν Σύμβουλον Ἐκπαιδεύσεως. Θά λάβετε ἀπόφασιν ἐντός τριάντα ἡμερῶν ἀπό τήν ἔγκλισιν.

11. Ἔχετε τό δικαίωμα νά κάνετε ἔφεση καί τήν ἀπόφασιν τοῦ Πολιτειακοῦ Συμβούλου Ἐκπαιδεύσεως εἰς τά Δικαστήρια.

12. Τό παιδί σας θά παραμείνη εἰς τό παρόν του πρόγραμμα κατά τήν διάρκεια ὅλων αὐτῶν τῶν ἀκροάσεων καί ἀποφάσεων, ἐκτός ἐάν ἐσεῖς καί τό σχολεῖο συμφωνήσετε εἰς μίαν ἄλλην τοποθέτησιν. Ἐάν τό παιδί σας δέν εἶναι ἀκόμη εἰς σχολικήν ἡλικίαν ἴσως τότε συμφωνήσετε νά τό τοποθετήσετε εἰς τό πρόγραμμα τῶν δημοσίων σχολείων ἕως ὅτου ἐκπαιρατωθοῦν ὅλες οἱ ἀκροάσεις.

13. Ἕνας ἀρμόδιος θά ὁρισθῆ ὡς κηδεμών διά ν'ἀντιπροσωπεύση τό παιδί σας ἐάν

   α. αὐτό εἶναι ὑπό τήν κηδεμονίαν τῆς πολιτείας
   β. δέν μποροῦν νά ἐξακριβώσουν τόν γονέαν/κηδεμόναν
   γ. δέν μποροῦν νά βροῦν τόν γονέαν/κηδεμόναν

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PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(HAITIAN CREOLE VERSION)

DOUA KI GIN POU PARAN TI MOUN ÉSPÉSIAL YO

Li inpòtan pou nou konnin doua nou ginyin yo:

1. Ou mèt gadé tout dosié ki gin rékòmandasion, idantité, méziraj sou travay lékòl pitit ou. Ou gin doua:

   a. Ésplikasion o intéprétasion dosié yo.
   b. Kopi dosié yo. Frè kopi yo dépan sou sa yo mandé pou réprodi yo.
   c. Chèché fè ranjé dosié pitit ou si ou kouè li gin bagay ki pa kòrèk ladan.
   d. Doué gin konsantman ou anvan yo mété déyò infòmasion ki nan dosié pitit ou.
   e. Mandé yon apèl si ou ak lékòl la pa kab antann nou sou infòmasion ki nan dosié pitit ou a.

2. Ou kapab fè yon égzamin pèsonèl pou ti moun nan. Sa, sé yon anplouayé lisansié ki pou fè li. Moun sa pa doué yon anplouayé lékòl la.

   a. Triaj la va fèt sou frè lékòl la si:

      1) Nan ka ou pa ta dakò ak égzamin lékòl la té fè a. Lékòl la gin doua mandé yon apèl pou montré sa-l té fè a té byin. Si sé ou ki ginyin, sé lékòl la ki va péyè pou triaj la.

      2) Yon jij apèl kap fè yon jijman ki konsènin ninpòt aksion lékòl la pran sou instriksion éspésial, doué fè yon triaj indépandan.

   b. Triaj la va fèt sou frè paran an si:

      1) Paran yo vlé péyé frèyo yo minm.

      2) Paran yo pa dakò ak triaj lékòl la é sa yon lòt ofisié té désidé an favè lékòl la.

3. Si ou péyépou yon triaj apa, ou gin doua chouazi pou distri lékòl la fè yon jijman pou égzaminin évaliasion an. Nan tou dé ka, si ou ta chouazi pou bay évaliasion an, sé pou ou ta konsidéré ki désizion mann lékòl la o moun ki fè jijman an té pran sou pitit ou a.

4. Ou gin doua pa dakò ak jan jan yo té klasé pitit la anvan an. Nan ko sa, lékòl la gin doua mandé yon jijman pou réglé mal antann nan.

5. Ou gin doua réfizé propozision lékòl la pou mété pitit ou nan pogran pou timoun éspésial. Nan ka sa a, lékòl la gin doua mandé yon jijmon sou sa.

6. Ou gin doua rétiré konsantman ou pou pémèt yon égzamin ou yon klasman ninpòt lè.

7. Y-ap fè ou konnin ninpòt aksion lékòl la ap pran sou idantité , chanjman, klasman, ou aranjman édikasion pitit ou.

8. Èskè ou minm ak distri lékòl la ta gin difikilté pou antann nou sou idantité rékòmandasion, klasé oubyin aranjman pou yon édikasion pou pitit ou jan yo té proposé a, nou tou lédé ou minm é distri lékòl la gin tout douò sa yo:

a. Mandé pou yo fé yon lòt jijman épi pou yo ba ou rézilta nan karant sink (45) jou apré ou té voyé démann ou. Démand nan doué fét pa ékri épi voyé bay inspéktè dépatman nan distri lékòl yo.

b. Pou révizion an fèt pa yon touazièm moun ki apa. Touazièm moun sa a pap yon anplouayé lékòl nan lokalité a ni li pap yon moun ki gin pròp intérè-l osoua intérè biznis li nan rézilta révizion an ap bay.

c. Pou yo avèti ou é pou ou gin yon avoka osoua lòt moun ki gin konésans éspésial so timoun éspésial sa yo.

d. Pou prézanté ka yo, o pansé poté ka yo ou pa té ka bay lòt pati a omoin sink (5) jou anvan révizion an.

e. Pou késioné é mandé pou gin kèk témouin la.

f. Pou ou jouinn yon dosié pa ékri sou révizion an.

g. Pou ou résévoua pa ékri rézilta ak désizion moun ki té fé révizion an.

9. Anplis tout doua ki anlé yo, ou gin lòt doua sa yo tou sou révizion yo:

a. Pou pitit ou la.

b. Pou yo mandé anvan yo gin doua invité piblik la. Révizion an ap rété fènin pou piblik la tout tan sé pa ou ki mandé pou louvri-l.

c. Pou résévoua infómasion distri lékòl la ki palé sou pri gratis o ba pri sèvis légal yo osoua lòt yo kapab bay. Y-ap ba ou tout infòmasion yo si ou mandé , osoua si ou minm o distri lékòl la té mandé yon révizion.

10. Ou gin doua rélé moun ki té bay desizion révizion an dévan diréktè dépatman édikasion an pou konsilté-l ankò. Uo va ba ou yon rézilta nan trant (30) jou apré démand pou konsiltasion an.

11. Ou gin doua rélé désizion diréktè dépatman édikasion an dévan tribinal yo.

12. Pitit ou a va rété nan program li yé a pandan tout périòd jijman yo ak apèl yo. Min ou gin doua dakò tou ak klasman sistèm lékòl la ta ranjé panda tan sa a.

13. Si yo paka jouinn moun ki gadé, osoua paran timoun nan, y-ap nonmin yon moun pou réprézanté paran timoun nan.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(PORTUGUESE VERSION)

DIVISÃO DE INSTRUÇÃO PARA CRIANÇAS EXCEPCIONAIS

Direitos legáis que têm os pais de crianças excepcionáis:

1. E' muito importante para você entender que você tem os seguintes direitos:

   a. Explicações e interpretações dos registros.
   b. Cópia dos registros. O preço das cópias tem que ser baseado no custo da produção das cópias.
   c. Faça com que corrijam os registros caso ache-os incorretos.
   d. Dê consentimento prévio para que se divulgue certas informações.
   e. Peça uma audiência se você e a escola não chegam a um entendimento com referência às informações do registro de seu filho.

2. Você pode obter uma avaliação independente uma vez que esta seja realizada por um profissional licenciado que não faça parte do sistema escolar.

   a. A avaliação será a custa pública se:

      1) Você não concorda com a avaliação realizada pelo distrito escolar. Não obstante o distrito escolar pode pedir uma audiência para mostrar que a sua avaliação é apropriada. Se a decisão dada for a seu favor, o distrito escolar pagará a sua avaliação.

      2) Se o funcionário oficial que preside a arbitragem, convocada pelo distrito escolar, solicita uma avaliação privada.

   b. O custo da avaliação será pago pelos pais:

      1) Se os pais voluntariamente assumem o custo.

      2) Se os pais não estão de acorde com a avaliação do distrito escolar e um árbitro imparcial é convocado e se decide a favor do distrito escolar.

3. Se você paga uma avaliação independente você tem a escolha de apresentar a avaliação para ser considerada pelo sistema escolar ou numa audiência. Em ambos os casos, se o senhor escolhe oferecer a avaliação, ela tem que ser considerada pelo pessoal do sistema escolar ou pelo funcionário oficial na sua decisão com referência à sua criança.

4. O senhor pode se recusar a concordar com a avaliação feita antes da colocação da criança. Neste caso, o distrito escolar pode pedir uma audiência para decidir o assunto.

5. O senhor pode se recusar a concordar com a colocação proposta pelo distrito escolar ou pode se recusar a concordar com a recusa de colocar a sua criança num programa de educação excepcional. Neste caso, o distrito escolar pode pedir uma audiência para decidir o assunto.

6. O senhor pode negar o seu acordo para permitir uma avaliação ou colocação quando quiser.

7. O senhor será notificado de qualquer outra ação que o distrito escolar se proponha tomar com referência à identificação, avaliação, mudança de colocação, ou provisão para a instrução do seu filho.

8. Caso o senhor e o distrito escolar chequem a um acordo com referência à indentificação avaliação, colocação ou provisão duma instrução para o seu filho, ambos o senhor e o distrito escolar têm os seguintes direitos:

   a. Pedir uma audiência dum mandado de citação imparcial, com os resultados daquela audiência endereçados ao senhor por correio dentro de quarenta e cinco (45) dias após o recebimento do pedido. O pedido para uma audiência deve ser feito por escrito ao Superintendente do Distrito Escolar.

   b. Ter uma audiência conduzida por um árbitro oficial. O árbitro não será um funcionário do distrito escolar local nem terá êle ou ela um interesse pessoal ou profissional nos resultados da audiência.

   c. Ser acompanhado ou ter como conselheiro um advogado ou outros individuos que tenham conhecimentos especializados sobre crianças excepcionáis.

   d. Apresentar evidência ou negar a introdução de evidência que ainda não foi provida à outra parte interessada, pelo menos cinco (5) dias antes da audiência.

   e. Requerer a presença de testemunhas.

   f. Obter um relatório da audiência por escrito ou mecanicamente copiado.

   g. Obter os achados por escrito e as decisões do árbitro.

9. Além dos direitos acima mencionados o senhor tem os seguintes direitos, com referência às audiências:

   a. Ter o seu filho presente.

   b. Permitir que o publico assista a audiência, caso o senhor o peça. A audiência será fechada ao publico a não ser que o senhor peça que esta seja aberta.

   c. Receber informações do distrito escolar a respeito de serviços legáis gratis ou de custo razoável. Estas informações lhe serão providas, caso o senhor as peça, ou se uma audiência é requisitada ou pelo senhor ou pelo distrito escolar.

10. O senhor poderá apelar a decisão do árbitro ao State Commissioner of Education para uma revisão e ser-lhe-á dada uma decisão dentro de trinta (30) dias da data do pedido para uma revisão em nivel estadual.

11. O senhor poderá apelar uma decisão do State Commissioner of Education às Cortes.

12. O seu filho permanecerá no presente programa durante todas as audiências e apelos No entretanto, o senhor poderá concordar com uma colocação de concessão mutua com o distrito escolar durante este periodo.

13. Se um pai ou tutor não pode ser localizado um individvo será designado para agir como substituto do pai afim de representar a criança.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(RUSSIAN VERSION)

Система мер, доступная родителям индивидуальных детей.

1. Вы можете проверять все документы, имеющие отношение к рекомендации, оценке, или определению правильного местонахождения ребёнка в школе. Вам также дано право на:

   а. Объяснения и переводы всех документов;

   б. Копии всех документов. (Оплата за копии должна быть основана на стоимости размножения)

   в. Возможность корректирования документов вашего ребёнка, если Вы считаете, что они не аккуратны;

   г. Предоставление согласия, предшествуя завершению определённой информации;

   д. Требование слушания дела, если Вы и школьный округ не могут достичь соглашения, относительно информации, содержащейся в документах Вашего ребёнка;

2. Вы можете получить независимую оценку. Эта оценка может быть руководима должностным специалистом, который не является сотрудником школьной системы;

   а. Оценка может быть произведена на государственные расходы, если

   1. Вы расходитесь во мнениях с оценкой, полученной школьным округом, однако, школьный округ может требовать слушания дела, чтоб показать, что эта оценка соответствующая;

   2. Если слушаний, ведущий дело, стоит на Вашей стороне, то школьный округ будет оплачивать оценку;
   Слушаний, ведущий дело, имеющий отношение к каким-нибудь действиям со стороны школьного округа, относительно специального оборудования, требует низшую оценку.

   б. Оценка может быть на расходы родителей, если:

   1. Родители добровольно берутся оплатить расходы.

2. Другими не согласаются со школьной оценкой, а беспристрастный слушающий решает дело в пользу школьного округа.
3. Если Вы платите за назначенную оценку, то у Вас есть право предоставить оценку на рассмотрение школьной системы или слушанию дела. В обоих случаях, если вы выбрали предложение на оценку, оно должно быть рассмотрено школьными персоналами или слушающим, будущим дело на их усмотрение, относительно Вашего ребёнка.
4. Вы можете отказаться от согласия с предварительной оценкой. В этом случае школьный округ может требовать слушание дела, чтобы урегулировать несогласие (отказ)
5. Вы можете отказаться от согласия с предложенным школьным округом, местонахождением Вашего ребёнка или отказом поместить Вашего ребёнка на специальную учебную программу. В этом случае, школьной округ может требовать прослушивания дела, чтобы урегулировать это несогласие.
6. Вы можете исключить свое согласие и разрешить оценку или местонахождение Вашего ребёнка в любое время.
7. Вы будете оповещены о любых других действиях со стороны школьного округа, предлагающего дальнейшее определение, оценку, помещение или обеспечение образования для Вашего ребёнка.
8. Вы и школьный округ не в состоянии дать согласия относительно предложенных определений, оценок, местонахождения или обеспечения образования Вашего ребёнка.

Вы и школьный округ имеют следующие права:

а. Требовать беспристрастности, предшествующей процессу слушания дела с результатами этого слушания, согласно Вам в таких 45 тых дней после получения этого требования. Требование для слушания должно быть написано к Управляющему школьного округа.
б. Слушание дела должен вести беспристрастный слушающий. Он не должен быть сотрудником местного школьного округа, а также не иметь личного или профессионального интереса в исходе слушания.
с. Консультироваться и советоваться с адвокатом или другими лицами со специальными знаниями индивидуальных детей.
д. Предъявить доказательство, или предотвратить введение доказательства, которое не было включено

в других частях по крайней мере в 5 дней предшествующих слушанию.

д. Иметь и требовать присутствия свидетелей.

е. Получить письменную или магнитофонную запись слушания.

ж. Получить письменные ответы и заключение слушания, будущего дела

9. В дополнение к вышеизложенным правам, Вы имеете следующие права относительно слушания:

а. Ваш ребенок может присутствовать на слушании.

б. По требованию открыть общественных слушаний. Слушание может быть закрыто, если Вы не попросите, чтобы оно было открыто.

в. Получать от школьного округа информацию о всех полных или разрешенных низко-стоящих и других соответственных услугах.

Эта информация будет сделана для Вас, если Вы запросите, или если слушание дела будет затребовано Вами или школьным округом

10. Вы имеете обжаловать заключение слушания, будучего дело в орган государственного управляющего по образованию для пересмотра

Вам будет дано решение в течение 30-ти дней после требования для государственного уровня пересмотра

11. Вы имеете обжаловать решение государственного управляющего по образованию в суд.

12. Ваш ребенок останется на данной программе в течение всего процесса слушания и обжалования Однако Вы имеете согласиться на компромиссное местонахождение со школьной системой в течение этого времени.

13. Если родителя или опекун не могут явиться, другое лицо подпишется, как заместитель родителя, представляющий ребенка.

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA
NIÑOS EXCEPCIONALES

DERECHOS LEGALES QUE TIENEN LOS PADRES DE NIÑOS EXCEPCIONALES

Los recursos legales que asisten a los padres en las Escuelas Públicas del Condado de Dade, Florida, se establecen de conformidad con la Ley Federal 94-142, secciones 121a.561, 121a.504(b) (1) (ii), 121a.500(a) (b) (c) y con los Reglamentos Administrativos de la Junta de Educación del Estado de la Florida 6A-1.955(6) (a), 6A-1.331 (7) (a), y 6A-1.331 (1) (d).

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(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCION PARA NIÑOS EXCEPCIONALES

DERECHOS LEGALES QUE TIENEN LOS PADRES DE NIÑOS EXCEPCIONALES

Es muy importante que usted comprenda que tiene los siguientes derechos:

1. Usted puede examinar tanto los documentos relacionados con la recomendación de su hijo(a) para el programa de Niños Excepcionales, como el proceso de identificación, evaluación y ubicación dentro del mismo. También tiene derecho a:

   a. Que se le explique e interprete el expediente.
   b. Copiar del expediente, cuyo costo estará basado en el precio de reproducción del mismo.
   c. Solicitar que se hagan correcciones en el expediente si usted cree que hay inexactitudes en el mismo.
   d. Que se obtenga su autorización previa a la divulgación de información contenida en el expediente.
   e. Solicitar una audiencia si usted y el distrito escolar no llegan a un acuerdo respecto a la información que aparece en el expediente de su hijo(a).

2. Usted puede disponer una evaluación del niño(a) por su cuenta, siempre que ésta sea realizada por un profesional licenciado que no pertenezca al sistema educacional.

   a. El costo de la evaluación será pagado por el distrito escolar si:

      1) Usted está en desacuerdo con la evaluación realizada por el distrito escolar. No obstante, el distrito escolar podrá pedir una vista o arbitraje para demostrar que la evaluación practicada por su departamento es adecuada. Si se decide a su favor, el distrito escolar pagará la evaluación.

      2) Si el funcionario que preside la vista o arbitraje convocado por el distrito escolar solicita una evaluación privada.

   b. El resto de la evaluación será pagado por los padres si:

      1) Los padres asumen voluntariamente dicho costo.

      2) Los padres no están de acuerdo con la evaluación practicada por la escuela y un árbitro, en vista o arbitraje convocado a ese fin, determina que la evaluación practicada por el distrito escolar es correcta.

3. Si usted paga una evaluación realizada por un sicólogo privado, tiene la opción de presentar el resultado de la misma, bien a la consideración del distrito escolar, o durante la vista o arbitraje. En uno u otro caso, si usted decide presentar una evaluación privada, ésta deberá ser sometida a la consideración de las autoridades escolares o del árbitro que presida la vista en que se decida el caso de su hijo(a).

4. Usted puede rechazar las conclusiones de la evaluación previa a la ubicación de su hijo(a). En ese caso, el distrito escolar podrá convocar a una vista o arbitraje para resolver la disputa.

5. Usted puede rechazar la propuesta o recomendación del distrito escolar para [illegible] especial

6. En cualquier momento, usted puede revocar su autorización para la evaluación de su hijo(a) y su ubicación en un programa para niños excepcionales.

7. Usted será notificado de cualquier medida ulterior que el distrito escolar proponga en relación con la identificación, evaluación o reestructuración del programa escolar de su hijo(a).

8. Dado el caso de que usted y el distrito escolar no pudieran llegar a un acuerdo en relación con la identificación, evaluación y ubicación de su hijo(a) en el programa, tanto usted como el distrito escolar tendrán derecho a:

   a. Convocar a un arbitraje imparcial, y a que se envíen los resultados del mismo, por correo, dentro de los cuarenta y cinco (45) días siguientes al recibo de dicha petición. La petición de la vista o arbitraje deberá enviarse por escrito al Superintendente del Distrito Escolar.

   b. Hacer que el arbitraje sea presidido por un funcionario imparcial. Dicho funcionario imparcial no será empleado del distrito escolar ni tampoco tendrá interés personal ni profesional en el resultado del mismo.

   c. Hacerse acompañar y asesorar de un abogado o de otras personas capacitadas para opinar sobre niños excepcionales.

   d. Presentar pruebas y oponerse a la presentación de otras que no hayan sido puestas a la disposición de la parte contraria, por lo menos con cinco (5) días de anterioridad a la fecha de la vista o arbitraje.

   e. Requerir la comparencia de testigos y a interrogar a los mismos.

   f. Que se le entregue una copia de las actuaciones de la vista o arbitraje, ya sea escrita o grabada en cinta magnetofónica.

   g. Obtener una copia de las conclusiones y de la decisión del funcionario que presida la vista o arbitraje.

9. Además de los ya mencionados, usted también tiene los derechos siguientes con relación a la vista o arbitraje:

   a. A que su hijo(a) esté presente durante la misma.

   b. A que la vista o arbitraje sea pública. De lo contrario, el mismo será privado.

   c. A obtener del distrito escolar información sobre la disponibilidad gratuita o a bajo costo de servicios legales, o de cualquier otro tipo de servicios pertinentes. Se le proporcionará esta información si usted la solicita, o si usted o el distrito escolar solicitaran una vista o arbitraje.

10. Usted podrá apelar a la decisión del funcionario que presida la vista o arbitraje ante el Comisionado Estatal de Educación para que éste la revise. Se le comunicará la decisión que se tome sobre la apelación dentro de los treinta (30) días siguientes a la fecha en que usted haya establecido dicha apelación a nivel estatal.

11. Usted podrá apelar la decisión tomada por el Comisionado Estatal de Educación ante las cortes o tribunales ordinarios de justicia.

12. Su hijo(a) continuará en el programa escolar en que se halle, mientras se efectúan las vistas o arbitrajes. No obstante, usted puede llegar a un acuerdo con el sistema escolar en lo que se refiere a la ubicación de su hijo(a) dentro del mismo durante dichas actuaciones.

13. Si no es posible localizar al padre o al tutor, se nombrará a otra persona para que se subrogue en el lugar de los padres y represente al niño(a).

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF EXCEPTIONAL STUDENTS

(VIETNAMESE VERSION)

PHƯƠNG-THỨC AN-TOÀN HIỆN CÓ CHO PHỤ-HUYNH CÁC

HỌC -SINH ĐẶC -BIỆT

Sau đây là những điều rất quan-trọng để quý vị phụ huynh biết rõ những quyền hạn của mình như sau:

1. Quý-Vị có thể được xem tất cả các hồ sơ về chuyển chương trình, lý lịch, sắp hạng theo trình độ của con cái Quí Vị.
   Quí Vị cũng có quyền được :
   a- Những lời giải thích và bình luận về hồ sơ học vấn;
   b- Bản sao các hồ sơ học vấn. Phí tổn những bản phụ được đưa vào chi phí lúc cho in lại.
   c- Tìm cách sửa sai hồ sơ học vấn của con em mình, nếu Quí Vị thấy rằng hồ sơ trên không đúng.
   d- Cho lời chấp thuận trước khi công bố một vài chi tiết trong hồ sơ.
   e- Yêu cầu một buổi họp nếu Quí Vị và nhà trường không thể đi đến một thỏa thuận nào về những chi tiết trong hồ sơ học vấn của con em mình.

2. Quí Vị cũng có thể cho xác định trình độ con em mình từ bên ngoài nhà trường, nhưng phải do một cá nhân có đủ giấy phép nghề nghiệp mà không cần phải là một nhân viên của hệ thống trường công lập.

   a- Chi phí sẽ do Chính phủ đài thọ:
   - Quí Vị không chấp nhận sự sắp hạng do nhà trường. Tuy nhiên nhà trường có thể yêu cầu một buổi họp quyết định để chứng tỏ sự hợp lý của mình trong việc sắp hạng. Nếu chủ tọa buổi họp cho rằng phần phải về bên Quí vị, nhà trường sẽ chịu chi phí kể trên.
   - Có một nhân viên thanh tra đang tham xét thể thức sắp hạng của nhà trường đòi hỏi một cuộc sắp hạng lại cho con em Quí vị.

   b- Sự sắp hạng lại sẽ do chính Quí vị đài thọ chi phí, nếu:
   - Quí vị tự nhiên nhận chịu chi phí.
   - Quí vị không bằng lòng sự sắp hạng của nhà trường và sau một buổi họp chủ tọa thấy nhà trường làm đúng.

3. Nếu Quí vị trả chi phí cho một sự sắp hạng riêng tư, Quí vị có sự lựa chọn sau đây: Yêu cầu nhà trường xem xét sự sắp hạng riêng của mình, hoặc đòi chủ tọa một buổi họp phân xử. Trong cả hai trường hợp, nếu Quí vị tự đài thọ sự sắp hạng riêng rẻ, cũng phải được nhà trường hoặc chủ tọa một cuộc họp tham khảo để có quyết định về con em Quí vị.

4. Quí vị có thể phủ nhận một sự sắp hạng đầu tiên trước khi nhập học. Trong trường hợp đó, nhà trường sẽ yêu cầu một buổi họp để giải quyết vấn đề.

5. Quí vị có thể từ chối chấp nhận đề nghị của nhà trường để con em mình được sắp hạng hoặc không chấp thuận để con em mình được xếp vào chương trình đặc biệt. Trong trường hợp này nhà trường có thể yêu cầu một buổi họp phân xử.

6. Quí vị có thể rút lời chấp thuận trước đây để cho phép nhà trường sắp hạng con em mình bất cứ lúc nào.

7. Quí vị sẽ được nhà trường thông báo về những sự nhận định sắp hạng lại hay một sự thay đổi chương trình học nào liên quan đến con em mình.

8. Nếu Quí vị và nhà trường không đồng ý nhau về một sự nhận định sắp hạng hay thay đổi chương trình học liên hệ đến con em mình, Quí vị và nhà trường đều có những quyền hạn sau đây:

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a. Do một buổi họp phân xử khách quan mà kết quả sẽ được gởi đến Quí Vị trong vòng 45 ngày sau khi lời yêu cầu của Quí Vị được chấp nhận, lời yêu cầu phải được viết gởi đến Tổng Giám Đốc Học chánh Khu.

b. Do một buổi họp chủ tọa bởi một cá nhân khách quan. Cá nhân nầy sẽ không phải là một nhân viên hệ thống công lập địa phương hay một cá nhân có quyền lợi nào trong kết quả của buổi họp kể trên.

c. Có quyền được một luật sư cố vấn hoặc những cá nhân có nhiều kiến thức và kinh nghiệm về trẻ em đặc biệt.

d. Có quyền đưa ra bằng chứng hay phủ nhận bằng chứng nào đã không được đưa ra ít nhất là năm (5) ngày trước ngày họp.

e. Chất vấn và đòi hỏi sự hiện diện của nhân chứng.

f. Được một tờ trình của buổi họp hoặc bằng ghi âm.

g. Được một tờ kê khai ý kiến và quyết định của chủ tọa buổi họp.

9. Ngoài những quyền hạn kể trên Quí vị còn được những quyền sau đây:

a. Cho phép con mình được hiện diện trong buổi họp.

b. Có quyền cho công khai buổi họp - phải có lời yêu cầu - Nếu không buổi họp sẽ được tổ chức kín.

c. Được nhà trường cho biết những chi tiết về những dịch vụ miễn phí hoặc giá hạ theo luật định. Những chi tiết nầy sẽ được cung cấp cho Quí Vị nếu có lời yêu cầu, hay nếu có một buổi họp được Quí Vị hoặc nhà trường yêu cầu.

10. Quí Vị có thể thưởng tố quyết định của chủ tọa buổi họp lên Bộ trưởng Giáo dục để xét lại. Quí vị sẽ nhận kết quả trong vòng 30 ngày ngay sau khi yêu cầu.

11. Quí Vị lại có thể thưởng tố quyết định của Bộ trưởng giáo dục lên tòa án Tối cao.

12. Con em Quí Vị sẽ vẫn ở trong chương trình hiện tại trong suốt thời gian dàn xếp. Tuy nhiên Quí Vị có thể để con em mình trong lớp tạm thời trong thời gian này.

13. Nếu phụ huynh hoặc giám hộ của học sinh liên hệ không có mặt, một cá nhân sẽ được chỉ định để thay mặt đứa trẻ dưới tư cách một phụ huynh pháp định.

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

NOTICE OF INTENT TO CONDUCT AN EVALUATION

Date: _____

_____

_____

_____

Dear

Based on the referral of _____, the Dade County School System is recommending that your child, _____, be evaluated to help plan an educational program which best meets his/her needs.

School personnel have carefully reviewed your child's educational records, and have based the referral for evaluation upon this information, along with recommendations of teachers and other personnel who are familiar with your child.

A Multidisciplinary Team (M-Team) of evaluation specialists, to include a specialist in school psychology, will select specific tests, reports and procedures based on your child's needs as indicated below.

_____ Intellectual ability
_____ Academic achievement
_____ Vision screening or evaluation
_____ Hearing screening or evaluation
_____ Speech screening or evaluation
_____ Language screening or evaluation
_____ Other _____

_____ Social/developmental history
_____ Medical evaluation
_____ Behavior observations
_____ Learning abilities
_____ Anecdotal records
_____ Records from other agencies

An explanation of the results of the evaluation will be provided you upon request.

Both federal and state regulations require that you be informed of your rights in this matter. These rights are described for you on the enclosed form titled "Procedural Safeguards". Please read this form carefully before you sign and return the consent form.

Please feel free to contact the office below if you have any questions.

Contact Person: _____

Address: _____

Telephone: _____

Enclosure: Procedural Safeguards
Consent Form

MIS–12131 (08-78)

FORM No. 878-1257

NOTICE OF INTENT TO CONDUCT AN EVALUATION

(CHINESE VERSION)

檢查通知書

貴家長：

根據由——區生或專家之報告貴子弟須要接受 DADE COUNTY 特殊情形教育程序，校方將謹慎審查貴子弟之學科成績記錄及教師之意見，由校方心理專家作適合貴子弟之測驗來找出下列答案：

(一)智力□ (二)成績□

(三)視力□ (四)聽力□

(五)說話□ (六)語言□

(七)社交情形□ (八)健康情況□

(九)品格優劣□ (十)學習能力□

(十一)過去紀錄□ (十二)前校紀錄□

(十三)其他□

將檢查原因及結果通知家長。根據政府和本省法例應將此事通知家長。此法例及在 PROCEDURAL SAFEGUARD 行動保護法內說明，請留心閱讀此書然後簽署並寄回。

如有任何問題，請與下列辦公署接洽：

接洽人員：

地址：

電話：

NOTICE OF INTENT TO CONDUCT AN EVALUATION

(FRENCH VERSION)

AVIS D'INTENTION DE FAIRE UNE EVALUATION

Date: _____

_____

_____

_____

Chers _____

Basé sur la référence de _____ l'administration scolaire du Comté de Dade recommande que votre enfant _____ soit évalué pour préparer un programme d'éducation qui répond mieux à ses besoins.

Le personnel de l'école a étudié soigneusement le dossier de votre enfant et a basé la référence d'évaluation sur ces renseignements, ainsi que sur la recommandation des professeurs et d'autres personnes qui connaissent bien votre enfant.

Une équipe multi-disciplinaire (M-Team) de spécialistes en évaluation choisira les tests, les rapports et les procédés specifiques basés sur les besoins de votre enfant comme indiqué ci-dessous:

_____ Capacités intellectuelles
_____ Réalisation académique
_____ Examen ou évaluation de la vision
_____ Examen ou évaluation de l'ouïe
_____ Examen ou évaluation de la parole
_____ Examen ou évaluation du langage
_____ Autre _____

____ Historique social ou du développement
____ Evaluation médicale
____ Observations sur le comportement
____ Capacités pour apprendre
____ Rapports d'anecdotes
____ Rapports d'autres agences

Sur votre demande, une explication des résultats de votre évaluation vous sera donnée.

Les réglements fédéraux et de l'état exigent que vous connaissiez vos droits légaux à ce sujet. Ces droits sont décrits dans le feuillet ci-joint intitulé "Droits légaux". Veuillez lire ce formulaire soigneusement avant de signer et de renvoyer votre autorisation.

Si vous avez une question à poser, veuillez prendre contact avec la personne suivante:

Nom de la personne _____

Adresse _____

Téléphone _____

Ci-joint: Droits légaux
Autorisation

MIS-12131 (08-78)

NOTICE OF INTENT TO CONDUCT AN EVALUATION

(HAITIAN CREOLE VERSION)

AVETISMAN SOU INTANSION FE YON TRIAJ

Dat:_____

_____

_____

_____

Chè

Dapré rékòmandasion_____
lékòl Dade County a mandé pou yo égzaminin pitit ou_____
pou yo ka édé-l nan préparasion yon program sou édikasion ki ta bon pou li.

Manb lékòl la té pran tan yo pou répasé dosié sou édikasion pitit ou a, é sé sou sa yo pran rézon pou bay doua, ansanm ak lòt profesè épi lòt moun ki abitié ak pitit ou a, pou égzaminin li.

Yon paket éspésialis sou tout kalité disipli-n (M-Team) , ansanm ak sikològ lékòl la, ta gin pou fè chak tès yo séparé, bay rapò é tou sa ki gin repò ak sa pitit la bézouin jan yo di anba a.

____ Abilité intéléktièl
____ Baz akadémi
____ Kontròl sou jé
____ Kontròl sou zorèy
____ Kontròl sou lang
____ Kontròl sou paròl
____ Lòt_____

____ Istoua sou dévlopman sosial
____ Egzamin sou santé
____ Obsévasion sou disipli-n
____ Abilité pou aprann
____
____ Rapò lòt ajans

Dépi ou ta mandé y-ap voyé ésplikasion rézilta triaj la ba ou.

Yo toulédé réglémanfédéral ak éta yo mandé pou yo ba ou infòmasion sou tout doua ou gin sou bagay sa a. Yo détayé doua sa yo pou ou nan fòm ki rélé "Doua Ki gin pou paran ", Procedural Safeguards, . Li fòm sa a ak anpil souin tanpri anvan ou siyin épi voyé fòm konsantman an toumin.

Mété ou alèz tanpri pou ou chaché ouè biro sa a si ou ta gin ninpòt késion.

Chaché ouè:_____

Adrès:_____

téléfòn:_____

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NOTICE OF INTENT TO CONDUCT AN EVALUATION

(PORTUGUESE VERSION)

NOTIFICAÇÃO DA INTENÇÃO DE SE FAZER UMA AVALIAÇÃO

Data_____

_____

_____

_____

Prezado

Baseado na referência de Dade County School System este recomenda que o seu filho_____
seja avaliado afim de que se possa planejar um programa educativo que melhor preencha as necessidades do seu filho.

O pessoal da escola revisou cuidadosamente os arquivos educacionáis do seu filho e se beseou nessas informações assim como em recomendações de professores e outras pessoas que estão em contacto com o seu filho, afim de formular a referência para a avaliação.

Um time de avaliadores especializados em diversas disciplinas, time este que inclue um especialista em psicologia escolar, selecionará testes, relatórios e formalidades baseados nas necessidades do seu filho mensionadas abaixo:

___ Aptidão intelectual
___ Alcanse acadêmico
___ Exame visual ou avaliação
___ Exame auditivo ou avaliação
___ Exame de linguagem ou avaliação
___ Desenvolvimento social histórico
___ Avaliação médica
___ Observações da conduta
___ Aptidão do aprendizado
___ Casos arquivados
___ Registros de outras agências
___ Outros_____

Caso queiram, estará a sua disposição o resultado da avaliação.

Os regulamentos federais e estaduais exigem que os senhores sejam informados a respeito dos seus direitos legais no assunto. Esses direitos são descritos no formulário incluso, sob o titulo "Procedural Safeguards". Por favor, leiam esse formulário cuidadosamente antes de o assinar e de o devolver.

Podem entrar em contacto com o escritório abaixo caso necessitem clarificação.

Pessoa encarregada_____

Endereço_____

Telefone_____

NOTICE OF INTENT TO CONDUCT AN EVALUATION

(RUSSIAN VERSION)

Уведомление о намерении провести оценку

Дата _____

_____

_____

_____

Дорогой...

Сайвано на рекомендованной _____.
Dade County школьная система рекомендует, что Ваш ребенок _____.
будет оценен, чтобы помочь нам планировать учебную программу, которая наилучшим образом поможет решить его/её проблемы.

Школьный персонал внимательно просмотрел образовательные документы Вашего ребёнка, и основам рекомендаций для оценки на основе этой информации вместе с рекомендациями преподавателей и другого персонала, которые знакомы с Вашим ребёнком.

Многочисленная группа специалистов, включая специалиста по школьной психологии выберет специфичные тесты, документы и процедуры, основанные на проблемах Вашего ребенка, как указано ниже:

___ Интеллектуальные способности	___ Общественные и развивающие истории
___ Академический прогресс	___ Медицинская оценка
___ Зрительные препятствия или оценки	___ Наблюдения за поведением
___ Слуховые препятствия или оценка	___ Учебные способности
___ Речевые препятствия или оценка	___ Анекдотичные записи
___ Языковые препятствия или оценка	___ Записи из других школ

___ Другие _____

Объяснения результатов оценки будут обеспечены по просьбе.

Как государственный закон, так и закон штата требуют, чтобы Вы были поставлены в известность о Ваших правах в данном разделе. Эти права описаны для Вас в приложенных формах, названной "Процедурные меры". Пожалуйста, прочитайте эту форму внимательно до подписания и возвращения формы о согласии.

Пожалуйста, обращайтесь по любому различаемым вопросам в офис, указанный ниже.

Имя/адрес контакта: _____

Адрес: _____

Телефон: _____

Приложение: Законные права
Соглашательская форма

MIS-12131(08-78)

NOTICE OF INTENT TO CONDUCT AN EVALUATION

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA NINOS EXCEPCIONALES

NOTIFICACIÓN DE PROPÓSITO DE EFECTUAR UNA EVALUACION

Fecha: _____

_____

_____

_____

Estimado

Basado en la recomendación de _____, el Sistema Escolar del Condado de Dade sugiere que su hijo(a), _____, sea evaluado para así poder ofrecerle un programa educacional que esté más de acuerdo con sus necesidades específicas.

El expediente escolar de su hijo(a) ha sido cuidadosamente revisado, y esta recomendación para una evaluación ha sido basada, no solamente en dicha revisión, sino también en las recomendaciones de maestros y demás personal escolar que está familiarizado con su hijo(a) y conoce sus necesidades.

Un grupo de especialistas en diversos disciplinas, que incluye un especialista en sicología escolar, seleccionará las pruebas y procedimientos que el caso de su hijo requiere como se indica a continuación.

_____ Capacidad intelectual
_____ Progreso académico
_____ Examen o evaluación de la vista
_____ Examen o evaluación de la audicion
_____ Examen o evaluación del habla
_____ Examen o evaluación del uso del idioma
_____ Otro _____
_____

_____ Análisis del desenvolvimiento social, pasado y presente
_____ Evaluación médica
_____ Observación del comportamiento del niño(a)
_____ Capacidad de aprendizaje
_____ Historia de episodios relevantes en la vida del niño(a)
_____ Expedientes de otras agencias

Se le proporcionará una explicación de los resultados de la evaluación, si usted así lo solicita.

Tanto las ordenanzas federales como las estatales exigen que usted sea informado de sus derechos al respecto. Estos derechos se explican en la planilla que se adjunta bajo el título de "Derechos Legales". Por favor, lea esta comunicación cuidadosamente antes de firmar y devolver la planilla en la que da su autorización para practicar la evaluación de su hijo(a).

Si tiene alguna duda al respecto, sírvase comunicarla a la oficina que abajo se indica.

Comuníquese con: _____

Dirección: _____

Teléfono: _____

Adjunto: Derechos Legales
Autorización de los Padres

PARENTAL CONSENT FORM FOR EVALUATION

(VIETNAMESE VERSION)

TỜ PHU HUYNH CHẤP THUẬN SỰ LƯỢNG GIÁ TRÌNH ĐỘ

Thưa:

Tôi đã nhận tờ thông báo ý định lượng giá trình độ con của tôi là: _____. Tôi thông cảm những lý do và thông hiểu phương cách định giá trình độ mà Quí Vị đã áp dụng cho con em tôi và tôi đã kiểm dấu vào ô thích hợp dưới đây:

☐ Tôi bằng lòng cho phép định giá trình độ con em tôi như đã kể trên.

☐ Tôi không bằng lòng cho phép định giá trình độ con tôi.

☐ Một buổi họp phải được tổ chức để thảo luận về sự định giá kể trên, trước khi được cho phép tiến hành.

_____
Chữ ký Phu huynh

_____
Ngày

_____
Tên học sinh

_____
Ngày sinh

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

PARENTAL CONSENT FORM FOR EVALUATION

Dear

I am in receipt of the Notice of Intent to Conduct an Evaluation for my child, _____. I understand the reasons and the description of the evaluation process that you provided and have checked the appropriate box below.

☐ Permission is given to conduct the evaluation as described.

☐ I do not give my permission for an evaluation.

☐ A conference is requested to discuss the evaluation before granting permission.

_____
Parent's Signature

_____
Date

_____
Child's Name

_____
Date of Birth

Form NO. 878-0714

MIS-12132 (08-78)

PARENTAL CONSENT FORM FOR EVALUATION

(CHINESE VERSION)

家長对評价之同意書

本人已收到一份对敝子弟

之教育評价通知書，本人业了解此評价程序之

說明，並在下列作一选擇：

□本人同意進行所陳述之評价

□本人不同意進行所陳述之評价

□在簽同意書之前，要求舉行一

個會議討論此評价。

家長簽名：

日期：

学生姓名：

出生日期：

MIS-12132 (08-78)

PARENTAL CONSENT FORM FOR EVALUATION

(FRENCH VERSION)

AUTORISATION DES PARENTS A L'EVALUATION

Chers _____

Je suis en réception de l'AVIS D'INTENTION DE FAIRE UNE EVALUATION pour mon enfant _____. Je comprends les raisons et la description du procédé évaluatif que vous m'avez fourni et j'ai coché la case appropriée ci-dessous.

☐ Je donne la permission de faire l'évaluation telle que décrite

☐ Je ne donne pas la permission de faire l'évaluation

☐ J'exige une réunion pour discuter de l'évaluation avant d'octroyer la permission

_____
Signature du parent

_____
Date

_____
Nom de l'enfant

_____
Date de naissance

MIS-12132 (08-78)

PARENTAL CONSENT FORM FOR EVALUATION

(HAITIAN CREOLE VERSION)

FOM POU KONSANTMAN PARAN

Chè

Mouin résévoua yon fòm ki di yo vlé fè yon évaliasion pou pitit mouin, _____. Mouin konprann pouki rézon yo vlé fè sa, sè pou sa mouin maké karé anba a.

☐ Mouin dakò pou yo fè évaliasion an.

☐ Mouin pa dakò pou yo fè évaliasion an.

☐ Mouin mandé yon randévou pou diskité sou évaliasion an anvan mouin bay doua mouin.

_____

Non paran an

_____

Dat

_____

Non timoun nan

_____

Dat li té fèt

PARENTAL CONSENT FORM FOR EVALUATION

(PORTUGUESE VERSION)

CONSENTIMENTO DOS PAIS PARA A AVALIAÇÃO DO ESTUDANTE

Prezado

Pela presente acuso o recebimento da notificação de intenção da avaliação de meu filho,_____. Eu entendo as razões e a descrição do processo de avaliação oferecido e já marquei, com uma cruz, o espaço apropriado, abaixo.

Dou minha permissão para a avaliação descrita.

Não dou minha permissão para a avaliação descrita.

Solicito uma conferência para discutir a avaliação antes de dar minha permissão.

_____
Assinatura do pai /mãe

_____
Data

_____
Nome do estudante

_____
Data de nascimento

BEST COPY AVAILABLE

MIS-12132 (08-78)

PARENTAL CONSENT FORM FOR EVALUATION

(RUSSIAN VERSION)

ФОРМА РОДИТЕЛЬСКОГО СОГЛАСИЯ ДЛЯ ОЦЕНКИ

Дорогой

Я расписываюсь в получении уведомления о намерении провести оценку для моего ребенка_____. Я понимаю причины и описание процесса оценки, которые вы внедрили и выбрал соответствующий раздел, приведенный ниже.

☐ Я даю разрешение для проведения оценки, как описано.

☐ Я не даю моего разрешения для оценки.

☐ Я требую встречи для обсуждения оценки перед подписанием разрешения.

_____
Подпись родителя

_____
Дата

_____
Фамилия ребенка

_____
Дата рождения

PARENTAL CONSENT FORM FOR EVALUATION

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA NIÑOS EXCEPCIONALES

AUTORIZACIÓN DE LOS PADRES PARA PRACTICAR LA EVALUACIÓN DE SU HIJO(A)

Estimado

Por este medio declaro que he leído y comprendido la notificación en la cual se me explicaban las razones por las cuales a mi hijo(a)_____ se le va a evaluar. Por lo tanto, estoy indicando con una cruz en el espacio adecuado mi decisión al respecto.

☐ Autorizo a que se efectúe la evaluación.

☐ No doy mi consentimiento para que se efectúe la evaluación.

☐ Solicito que se convoque a una conferencia para discutir dicha evaluación antes de autorizarla.

_____
Firma del padre/madre

_____
Fecha

_____
Nombre del estudiante

_____
Fecha de nacimiento

(VIETNAMESE VERSION)

PARENTAL CONSENT FORM FOR EVALUATION

TỜ PHỤ HUYNH CHẤP THUẬN SỰ LƯỢNG GIÁ TRÌNH ĐỘ

Thưa:

Tôi đã nhận tờ thông báo ý định lượng giá trình độ con của tôi là: _____. Tôi thông cảm những lý do và thông hiểu phương cách định giá trình độ mà Quí Vị đã áp dụng cho con em tôi và tôi đã kiểm dấu vào ô thích hợp dưới đây:

☐ Tôi bằng lòng cho phép định giá trình độ con em tôi như đã kể trên.

☐ Tôi không bằng lòng cho phép định giá trình độ con tôi.

☐ Một buổi họp phải được tổ chức để thảo luận về sự định giá kể trên, trước khi được cho phép tiến hành.

_____
Chữ ký Phụ huynh

_____
Ngày

_____
Tên học sinh

_____
Ngày sinh

MIS-12132(08-78)

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

Staffing Notification to Parents

Date _____

Dear Parent:

Thank you for responding promptly and granting permission for _____ _____ to be evaluated for potential special education and related services. The evaluation(s) will be conducted exactly as it was described to you in the Notice of Intent to Conduct an Evaluation.

We have scheduled the meeting to develop your child's individualized education program for:

_____	_____	_____
Date	Time	Place

According to the requirements of P.L. 94-142, the Education for All Handicapped Children Act of 1975, the following persons are required to participate in the development of your child's individualized education program:

Relation to Child	Name
• A representative of the local educational agency, other than the child's teachers, who is qualified to provide or supervise the provision of special education.	_____
• The child's teacher or teachers, special or regular, or both, who have a direct responsibility for implementing the child's individualized education program.	_____
• One or both of the child's parents.	_____
• Where appropriate, the child.	_____
• Other individuals at the discretion of the parent or agency.	_____

If for some reason this schedule is not acceptable to you, please contact me as soon as possible. The individualized education program will be completed within 30 days of the date of this letter unless you submit a written request for a delay.

If you have any questions please feel free to call me at any time at _____.

Yours truly,

_____

_____
(Title)

Enclosure: Procedural Safeguards

MIS—12140 (08-78)

Form No. 878-1214

STAFFING NOTIFICATION TO PARENTS

(CHINESE VERSION)

教職員致家長通知書

親愛的家長：

多謝閣下遵從並同意對

進行之特別教育及對有關工作做一評价。此評价將依照前在「評价通知書」所陳述之情形進行。

我們已安排一個會議，以促進貴子弟之個別教育計劃。

日期：

時間：

地點：

根據 P.L. 94-142 之規定，一九七五年所有殘廢兒童教育法令，以下人士需要參加個別教育計劃促進會：

(一)本地教育机構之一位代表，而非學生之教師，姓名：

(二)學生之教師，普通或特別教師，對施行該學生之個別教育計劃有直接的責任，姓名：

(三)學生家長之一或兩人，姓名：

(四)如認為適合學生本人，姓名：

(五)由學生家長或机構所指派之人士

姓名：

如閣下有任何理由不能接受此安排的，請盡速与本人聯絡。

電話：

MIS-12140 (08-78)

STAFFING NOTIFICATION TO PARENTS

(FRENCH VERSION)

AVIS DU PERSONNEL AUX PARENTS

Cher parent:

Nous vous remercions de votre promptitude et consentement à l'évaluation de _____ pour l'éducation spéciale éventuelle et les services qui s'y rapportent. L'évaluation sera faite suivant la description exacte de l'Avis d'Intention de faire une évaluation.

Nous avons arrangé un rendez-vous pour développer un programme d'éducation individual le:

_____	_____	_____
Date	Heure	Endroit

Selon les demandes de P.L. 94-142, la loi de l'Education de tous les enfants handicapés de 1975, les personnes suivantes doivent participer au programme d'éducation de votre enfant:

Report avec l'enfant	Nom
• Un représentant de l'agence d'éducation locale, outre les professeurs de l'enfant, qui est en mesure de fournir ou surveiller le programme d'éducation spéciale.	_____
• Le professeur régulier ou le professeur spécial ou les deux qui sont directement responsables de l'éxécution du programme d'éducation individuelle de l'enfant.	_____
• Un ou les deux parents de l'enfant.	_____
• L'enfant, si c'est approprié.	_____
• La présence d'autres personnes sera à la discrétion du parent ou de l'agence.	_____

Si la date de ce rendez-vous ne vous convient pas, je vous prie de me contacter aussitôt que possible. Le programme d'éducation individuel sera complété dans les trente (30) jours suivant la réception de cette lettre, à moins que vous nous fassiez parvenir une demande de délai par écrit.

Si vous avez des questions je vous prie m'appeler à _____

Bien à vous

_____

_____
Titre

Ci-joint: Droits légaux

STAFFING NOTIFICATION TO PARENTS

(HAITIAN CREOLE VERSION)

REMAK EMPLOUAYE YO VOYE POU PARAN YO.

Dat_____

Chè paran,

Mèsi pou répons ak konsantman ou, pou_____fè yon évaliasi sou fòs li ak édikasion épésial ak tout sèvis ki konsènin-l. Evaliasion an va fèt tankou nou té di nan fòm konsantman paran an.

Nou mété orè pou pitit la travay nan program édikasion pèsonèl nan:

_____ _____ _____

Dat lè koté

Dapré régléman PL 94-142, édikasion timoun andikapé yo (Education for All Handicapped children Act of 1975), li nésésè pou moun n-ap nonmin la yo travay nan dévlopman program lékòl individièl timoun nan.

Yon moun ki réprézan sistèm	Non
• lékòl sa a, san sé pa profésè timoun nan, ki déja gin kalité nan édikasion éspésial.	_____
• Profèsè régilié o éspésial timoun nan oubyin toulédé ki réskonsab nan avansé program lékòl timoun nan.	_____
• Yonn ou toulédé paran yo.	_____
• Timoun nan tou, lè sa nésésè.	_____
• Lòt moun paran yo ta va akséptè.	_____

Si ou pa ta dakò ak aranjman sa a tanpri chaché ouè -m tousouit. Apré 30 jou, si ou pa voyé yon démand pa ékri pou mandé yon délè, program nan ap oblijé fèt.

Si ou gin késion sou sa, tanpri rélé mouin nan niméro_____

Ak tout kè nou

_____

_____
(Tit)

Ladan-l: gin doua taran.

MIS-12140 (03-78)

STAFFING NOTIFICATION TO PARENTS

(PORTUGUESE VERSION)

AOS PAIS, NOTIFICAÇÃO DO PESSOAL

Data_____

Queridos Pais:

Muito lhes agradecemos por responderem prontamente e por darem permissão para _____ ser avaliado para a possibilidade de educação excepcional e serviços relacionados. A avaliação será conduzida exatamente como lhes foi descrita na Notificação da Intenção de se Fazer uma Avaliação.

Nós marcamos uma reunião para evolver o programa de educação excepcional para:

_____ _____ _____

Data Hora Lugar

De acordo com o requerimento de P.L. 94-142, a Educação para Todas as crianças com Desvantagens Fisicas Mentáis ou Emocionáis do Ato de 1975, as seguintes pessoas têm que participar no desenvolvimento do programa de educação excepcional do seu filho:

Pessoas em contacto com a criança	Nome
• Um representante da agência local de educação que não seja um dos professores da criança, que seja qualificado para providenciar e fiscalizar a provisão da educação excepcional	_____
O professor ou os professores da criança no programa excepcional regular ou ambos, que têm uma responsabilidade direta em implementar o programa	_____
• Um ou ambos pais da criança	_____
• Outros individuos segundo a vontade dos pais ou da agência	_____

Se por acaso este horário não lhes é conveniente, por favor, entrem em contacto comigo o mais cedo possivel. O programa de educação excepcional estará completo em 30 dias a partir da data desta carta a não ser que os senhores façam um pedido por escrito adiando a reunião.

Se os senhores tiverem qualquer dúvida chamem-me, a qualquer hora. O meu telefone é_____

Sinceramente,

_____

_____

(Cargo que ocupa)

STAFFING NOTIFICATION TO PARENTS

(RUSSIAN VERSION)

Служебные заметки для родителей.

Дорогие родители! Дата: _____

Благодарим за быстрый ответ, предоставивший разрешение для _____ быть оцененным для возможного специального образования и дополнительных услуг.

Оценка будет проводиться точно так же как описана для Вас в „Уведомлении о намерении провести оценку".

Мы запланировали встречу для индивидуального программирования обучения Вашего ребенка на:

_____ _____ _____

Дата Время Место

Согласно требования Ст. 94-142, образование всех умственно-отсталых детей, действительное с 1975 года, инвалидов мы просим принять участие в разработке индивидуальной программы обучения Вашего ребенка.

Степень родства Имя

Представитель местного учебного округа, другие учителя, которые обучение внедрению или требуют описательного обучения. _____

Учителя ребенка, специальные или постоянные, которые несут прямую ответственность за выполнение индивидуальной образовательной программы. _____

Один или оба родителя ребенка _____

Кто назначен ребенок _____

Другие лица из числа родительских или опекуна. _____

Если по некоторым причинам это расписание неприемлемо для Вас, пожалуйста, обратитесь со мной как можно скорее. Индивидуальная учебная программа будет утверждена в течение 30 тридцати дней со дня получения письменного, или Вы не предоставите письменную просьбу на отсрочку.

Если у Вас есть вопросы, пожалуйста, звоните мне в любое время.

Искренне Ваш

_____

_____

Приложение: Законные права

STAFFING NOTIFICATION TO PARENTS

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA NIÑOS EXCEPCIONALES

Notificación del Comité a los Padres

Fecha _____

Estimados padres:

Muchas gracias por su pronta respuesta y autorización para que _____ _____ sea evaluado(a) como posible participante del programa de instrucción para niños excepcionales. La evaluación se efectuará en la forma que le fue descrita en la planilla titulada "Notificación de Propósito de Efectuar una Evaluación".

Hemos fijado una reunión para organizar el programa de educación individualizada de su hijo(a) para:

_____	_____	_____
Fecha	Hora	Lugar

De acuerdo con los requisitos de la Ley Pública 94-142, sobre la Educación de Niños con Impedimentos Ley de 1975, se requiere, que las siguientes personas participen en el desarrollo y organización del programa de educación individualizada de su hijo(a):

Relación con el niño(a)	Nombre
• Un representante de la agencia educacional local, aparte de los maestros del niño(a), que esté capacitado para impartir o supervisar un programa de instrucción especial.	_____
• El maestro o maestros del niño(a), tanto el de educación especial como el maestro regular, o ambos, los cuales tienen la responsabilidad de implementar el programa de educación individualizada.	_____
• El padre, la madre, o ambos.	_____
• El propio niño(a), en los casos en que sea recomendable.	_____
• Otras personas a discreción de los padres o de la agencia.	_____

Si por algún motivo, la fecha y hora en que se efectuará esta reunión no le resultara conveniente, haga el favor de comunicarse inmediatamente con nosotros. El programa de educación individualizada se completará dentro de los 30 días siguientes a la fecha de esta notificación, a menos que usted envíe una petición por escrito para su aplazamiento.

Si tiene alguna duda, sírvase comunicármela al teléfono _____.

Atentamente,

_____

_____
(Cargo que ostenta)

STAFFING NOTIFICATION TO PARENTS

(VIETNAMESE VERSION)

Thông báo của Văn Phòng gởi Quí Vị Phụ Huynh

Ngày_____

Thưa Quí Vị Phụ Huynh,

Xin thành thật cám ơn Quí Vị đã trả lời nhanh chóng và cho phép chúng tôi lượng giá trình độ em_____ vào chương trình giáo dục đặc biệt cùng các việc liên hệ khác. Việc lượng giá trình độ được thi hành đúng như đã trình bày cùng Quí Vị nơi thông báo nói về Cách thức để làm một bản lượng giá.

Chúng tôi đã dự định tổ chức buổi họp để phát triển chương trình giáo dục cá nhân cho con em Quí Vị vào:

_____ _____ _____

Ngày Giờ Địa điểm

Thế theo các điều lệ qui định trong P.L. 94142, Điều luật 1975 về việc giáo dục cho tất cả các trẻ em tàn tật, thì các Vị sau đây bắt buộc phải tham gia vào chương trình phát triển giáo dục cá nhân cho con em Quí Vị:

Liên hệ với đứa trẻ	Tên
Một vị đại diện cơ quan giáo dục địa phương, ngoài giáo sư hiện dạy đứa trẻ, có khả năng chuyên biệt để dạy hoặc chăm sóc đứa trẻ.	_____
Thầy dạy đứa trẻ hoặc các giáo sư thường hay chuyên biệt, hoặc cả hai, có trách nhiệm trực tiếp trong chương trình giáo dục cá nhân cho từng đứa trẻ.	_____
Một hoặc cả hai cha mẹ đứa trẻ.	_____
Đứa trẻ, nếu được.	_____
Các vị khác tùy phụ huynh hoặc cơ quan tiến cử.	_____

Nếu vì lý do gì mà chương trình dự định không được thuận tiện cho Quí Vị, xin vui lòng liên lạc với tôi càng sớm càng tốt. Chương trình dạy riêng các em sẽ được hoàn tất trong vòng 30 ngày kể từ ngày ký thư này, trừ phi có đơn xin hoan của Quí Vị.

Nếu có điều chi muốn hỏi, xin cứ tự tiện gọi tôi bất cứ lúc nào số_____

Trân trọng,

_____

_____

(Chức vụ)

Đính kèm: Thể thức phòng vệ

MIS 2140(08-76)

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

NOTICE OF STAFFING RECOMMENDATION

Date: _____

_____
_____
_____

Dear _____,

On _____, an eligibility staffing was held to review your child's educational needs. This document has been prepared to assist in explaining to you the findings and recommendations of the staffing committee.

The committee members concluded that your child, _____, (is, is not) eligible for educational assignment in a special program.

The committee members based their findings upon written reports of the following evaluations:

Name of Test: Procedures or reports	**Description:**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

To meet your child's educational needs, the committee considered the following options and has recommended the following placement at _____ school.

___ a. basic class with supplementary consultation or special education services;
___ b. basic class supplemented by itinerant instruction or a resource room program;
___ c. special class either full-time or part-time in a regular school;
___ d. special day school;
___ e. non-public residential or day school through a contractual arrangement or other written agreement;
___ f. special class in a hospital or treatment center;
___ g. individual instruction in a hospital or home setting;
___ h. public residential or day school;
___ i. other _____

The other options were rejected because they:

___ did not provide the least restrictive environment for your child;
___ did not provide the amount of individual or small group instruction required by your child;
___ other, specify _____
_____

Both federal and state regulations require that you be informed of your rights in this matter. These rights are described for you in the enclosed form titled "Procedural Safeguards". Please read this form carefully before signing and returning the consent form.

Please feel free to contact the office below if you have any questions:

Contact Person: _____
Address: _____
Telephone: _____

Enclosure: Procedural Safeguards
Consent Form

FORM No. 878-1311

MIS-12139 (08-78)

NOTICE OF STAFFING RECOMMENDATION

(CHINESE VERSION)

教職員指派書

在＿月＿日曾舉行一個教職員會議，來接受有關下述教育計劃之教職員會按照結果建議你接受教育。

＿＿＿

NOTICE OF STAFFING RECOMMENDATIONS

AVIS DE RECOMMANDATIONS DU PERSONNEL (FRENCH VERSION)

Date: _____

_____
_____
_____

Chers _____

Le _____, une réunion du personnel a eu lieu pour étudier les besoins de votre enfant en ce qui concerne son éducation. Ce document a été préparé pour vous expliquer les conclusions et les recommandations de cette commission.

Les membres de la commission ont conclu que votre enfant _____ n'est pas éligible pour être inscrit à un programme spécial.

Les membres du comité ont basé leurs conclusions sur les rapports écrits des évaluations suivantes:

Nom du Test: procédés ou rapports	Description
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Pour répondre aux besoins éducatifs de votre enfant, le comité a considéré les options suivantes et a recommandé le placement suivant à l'école _____.

_____ a. classe normale avec consultation supplémentaire ou services d'éducation spéciali
_____ b. classe normale à laquelle on ajoute une instruction itinérante ou un programme dans les classes de ressources.
_____ c. classe spéciale à temps complet ou à temps partiel dans une école régulière.
_____ d. école spéciale durant la journée.
_____ e. école privée interne ou externe grâce à un arrangement par contrat ou un autre accord écrit.
_____ f. classe spéciale dans un hôpital ou un centre de traitement.
_____ g. instruction individualisée à l'hôpital ou à la maison.
_____ h. école publique interne ou externe.
_____ i. autre _____

Les autres options ont été rejetées parce qu':

_____ elles ne fournissaient pas l'entourage limité pour votre enfant,
_____ elles ne fournissaient pas l'instruction individualisée ou en petits groupes dont votre enfant a besoin,
____ autre, spécifier _____
_____

Les réglements fédéraux et de l'état exigent que vous connaissiez vos droits légaux à ce sujet. Ces droits sont décrits dans le feuillet ci-joint intitulé "Droits légaux". Veuillez lire ce formulaire soigneusement avant de signer et de renvoyer votre autorisatio

Si vous avez des questions à poser veuillez prendre contact avec:

Nom de la personne _____
Adresse _____
Téléphone _____

Ci-joint: Droits légaux
Autorisation

MIS-1239 (08-78)

NOTICE OF STAFFING RECOMMENDATION

(HAITIAN CREOLE VERSION)

AVETISMAN SOU REKOMANDASION KO PESONEL

Dat:_____

_____
_____
_____

Chè_____

Lé_____, yon group té réyini pou li té panché sou problèm édikasion pitit ou-a. Dokiman sa-a préparé pou éspliké ou rézilta group la té jouinn ak rékòmandasion li té fè.

Manm komité té pran désizion pitit ou-a_____ (bézouin; pa bézouin.) alé nan yon program éspésial.

Manm komité yo té pran désizion dapré rapò ékri sou évaliasion sa. Yo:

Non tès la: Ki jan yo té fè li	Détay
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Pou yo ka satisfè bézouin pitit ou, komité a mandé pou méte pitit ou a nan lékòl _____ é min sa li di pou fè avè-l:

_____ a. Kou ki nésésè yo avèk yon èd éspésial nan sa li doué konnin:
_____ b. Yon profésè k-a pasé nan klas li pou édé-l nan sa ki nésésè pou li konnin:
_____ c. Fè kou apa avè-l nan lékòl la tout jounin ou panden moso nan jounin-an:
_____ d. Fè li vi-n lékòl jou anplis:
_____ e. Lékòl privé intèn o éstèn gras a yon aranjman sou kontra ousoua yon lòt akò érik.
_____ f. Klas éspésial nan yon lopital ou nan yon sant yo trété moun:
_____ g. Klas éspésial pou li minm sèlman nan yon lopital ou lakay:
_____ h. Lékòl piblik intèn o éstèn:
_____ i. Lòt_____

Yo té mété lòt posiblité sa yo sou koté paské yo:

_____ Pa té bay ti moun nan yon koté patikilié.
_____ Pa té bay instriksion patikilié ou nan yon ti group pou pitit ou.
_____ lòt, éspliké _____
_____

Ni loua fédéral, ni loua éta a mandé pou ou konnin doua ou nan bagay sa a. Ou ap jouinn doua sa yo nan fòm ki nan anvlòp la. Pran tan ou pou li-l avan ou siyin-l voyé ba nou.

Mété ou alèz pou pran kontak ak biro a si ou gin ninpòt késion.

Chaché ouè:_____
Adrès:_____
Téléfòn:_____

MIS-12139 (08-73)

NOTICE OF STAFFING RECOMMENDATION

(PORTUGUESE VERSION)

NOTIFICAÇÃO DAS RECOMENDAÇÕES DO PESSOAL

Data: _____

_____
_____
_____

Prezado _____

No dia _____, houve uma reunião de um comitê para fazer uma revisão do que o seu filho necessita no campo de educação. Este documento foi preparado para explicar-lhes os achados e recomendações do comitê.

Os membros do comitê chegaram à conclusão que o seu filho, _____ (é, não é) entitulado a receber instrução num programa de educação excepcional.

Os membros do comitê basearam seus achados em relatórios das avaliações seguintes:

Nome dos Testes: Procedimentos ou relatórios	Descrição:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Afim de suprir as necessidades educativas do seu filho, o comitê considereu as seguintes opções e recomendou o nível seguinte na escola _____.

___ a. aulas básicas com consultas suplementares ou serviços especiáis educativos.
___ b. aulas básicas suplementadas por instrução itenerante ou programa de recursos especiáis.
___ c. aulas especiáis durante o dia todo ou por meio dia numa escola regular.
___ d. "Day School" especial.
___ e. "Day School" ou escola particular residencial através de um arranjo por contrato ou qualquer outro acordo escrito.
___ f. aulas especiáis em hospitáis ou centros de tratamento.
___ g. instrução individual num hospital ou em casa.
___ h. "Day School" pública ou escola residencial pública.
___ i. outro

As outras opções foram rejeitadas porque:

___ não ofereceu o ambiente menos restritivo para o seu filho.
___ não ofereceu suficiente quantidade de instrução individual, ou instrução em grupos reduzidos, requeridos por seu filho.
___ outro, especifique _____
_____

MIS-12139(08-70)

Tanto os regulamentos federáis como os estadiáis requerem que os senhores sejam informados dos seus direitos legáis no assunto. Estes direitos lhes são descritos no formulário aqui incluído sob o título "Procedural Safeguards". Por favor, leiam-no cuidadosamente antes de o assinarem e de devolvem o seu consentimento.

Por favor, para qualquer esclarecimento, entrem em contacto com o escritório abaixo

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Pessoa Engaregada: _____
Endereço: _____
Telefone:

NOTICE OF STAFFING RECOMMENDATION (RUSSIAN VERSION)

Заключение о штатных рекомендациях

_____ Дата _____

_____

_____

Дорогой _____.

В _____, был созван подходящий штат, чтобы обсудить проблемы образования Вашего ребёнка. Этот документ был приготовлен, чтобы сопроводить и объяснить Вам все выводы и рекомендации штата.

Члены комитета установили, что Ваш ребёнок

_____ подлежит / не подлежит

посещению специальной образовательной программы.

Члены комитета основывали свои выводы в письменных документах в данный момент.

Название Теста
Процедуры или документы — Отличие.

_____. _____.

_____. _____.

_____. _____.

_____. _____.

_____. _____.

Чтобы помочь проблемам образования Вашего ребёнка, комитет рассмотрел следующие права и предложения, следующие местонахождение в

_____ школе.

_____ а. Основной класс с дополнительной консультацией или специальными образовательными услугами.

_____ б. Основной класс, дополненный инструктором или классом с вспомогательной программой.

_____ в. Специальные классы, как полный день, так и часть дня в обычной школе.

_____ г. Специальная дневная школа.

_____ д. Институциональную локальную или дневную школу посредством контракта договора или других письменных соглашений.

_____ е. Специальный класс в госпитале или лечебном центре.

_____ ж. Индивидуальные инструкции в госпитале или на дому.

_____ з. Государственную локальную дневную школу.

NOTICE OF STAFFING RECOMMENDATION

(PAGE 2) (RUSSIAN VERSION)

и. другие. _____.

Другой набор права включён, т.к. Он

___ Не обеспечил комплекта инструкций для индивидуальной или дошкольной группы, нужной для Вашего ребенка.

___ Не внедрил, как минимум ограниченной окружающей обстановки для Вашего ребёнка.

___ Другие, определить _____

_____

Как государственный, так и закон штата требуют, чтобы Вы были поставлены в известность о Ваших правах в данном разделе.

Эти права описаны для Вас в приложенной форме, названной „Процедурные меры". Пожалуйста, читайте эту форму внимательно до подписания и выражения формы о согласии.

Пожалуйста, обращайтесь по поводу различных вопросов в офис, указанный ниже

Лицо для контакта _____

Адрес _____

Телефон _____

MIS-12139(08-78)

Приложение: Законные права
Соглашательская форма

NOTICE OF STAFFING RECOMMENDATION (SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA NIÑOS EXCEPCIONALES

NOTIFICACIÓN DE LAS RECOMENDACIONES DEL COMITÉ

Fecha: _____

_____
_____
_____

Estimado _____,

En _____, un comité formado por personas conocedoras de las necesidades específicas de los niños excepcionales estudió el caso de su hijo(a). Este documento se preparó con el fin de explicar a usted las conclusiones y recomendaciones del referido comité.

Los miembros del comité acordaron que su hijo(a) _____, (califica, no califica) para un programa educacional especial.

Los miembros del comité basaron sus recomendaciones en los resultados obtenidos en las siguientes evaluaciones:

Nombre de la prueba; Procedimientos	Descripción
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Para satisfacer las necesidades educacionales de su niño(a), el comité tuvo en cuenta las siguientes alternativas y ha recomendado su ubicación en _____.

____ a. Clases regulares con instrucción suplementaria en el area de su excepcionabilidad.
____ b. Clases regulares suplementadas con instrucción itinerante o con un aula de recursos especiales.
____ c. Clases especiales durante todo el día escolar o parte del mismo, en la escuela a que ha sido asignado(a).
____ d. Escuela externa especializada.
____ e. Escuela privada interna o externa mediante convenios contractuales u otro tipo de arreglo por escrito.
____ f. Clases especiales en un hospital o centro especializado.
____ g. Clases individualizadas en un hospital o en el hogar.
____ h. Escuela pública interna o externa.
____ i. Otro _____

Las otras alternativas fueron descartadas porque ellas:

____ No proporcionaban el medio ambiente menos opresivo para su hijo(a).
____ No proporcionaban la suficiente instrucción de tipo individual o dirigida a grupos pequeños que requiere su hijo(a).
____ Otro, especifique _____
_____

Tanto los reglamentos federales como los estatales exigen que usted sea informado de sus derechos al respecto. Estos derechos se explican en la planilla que se adjunta bajo el título de "Derechos Legales". Por favor, lea detenidamente esta comunicación antes de firmar y devolver la planilla en la que da su autorización para practicar la evaluación de su hijo(a).

Si tiene alguna duda al respecto, sírvase comunicarla a la oficina que abajo se indica.

Comuníquese con: _____
Dirección: _____
Teléfono: _____

Adjunto: Derechos Legales
Autorización de los Padres

FORM No. 8/8-1320

MIS-12130 (03-78)

NOTICE OF STAFFING RECOMMENDATION

(VIETNAMESE VERSION)

THÔNG BÁO VỀ ĐỀ NGHỊ CỦA VĂN PHÒNG

Ngày_____

_____
_____
_____

Thưa_____

Ngày_____, một Ủy ban được cử ra để xét lại các nhu cầu học vấn con em Quí Vị. Tài liệu này được soạn để giải thích cho Quí Vị rõ về các Khám phá và đề nghị của ủy ban.

Ủy ban đã kết luận rằng con em Quí Vị_____ (được, không được) chọn vào học chương trình đặc biệt.

Ủy ban đã căn cứ vào các sự kiện được khám phá để viết tờ trình về các điều nhận xét như sau:

Môn thi: Thể thức hoặc phuc trình	Mô tả
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Để đáp ứng nhu cầu học vấn của con em Quí Vị, ủy ban đã chọn các môn sau đây và giới thiệu vào lớp_____của trường.

___ a. lớp căn bản có người chăm sóc hoặc có người dạy riêng.
___ b. lớp căn bản có giáo sư dạy kèm riêng hoặc một người thuộc chương trình.
___ c. lớp đặc biệt toàn thời gian hoặc bán thời gian ở một trường học thường.
___ d. Một ngày dạy riêng đặc biệt tại trường.
___ e. Không ở nơi công cộng hay trường học mà qua một giao kèo hay tờ thỏa thuận Khác.
___ f. lớp đặc biệt dạy ở bệnh viện hoặc ở trung tâm chẩn bịnh.
___ g. Dạy riêng từng em ở một bệnh viện hoặc ở tư gia.
___ h. Ở nơi công cộng hoặc ngày học ở trường.
___ i. Linh tinh._____

Những môn chọn khác bị bỏ vì

___ Không có một nơi dạy con em Qúi Vị.
___ Không hội đủ số học sinh hoặc nhóm nhỏ để dạy.
___ Linh tinh khác, xin kể ra_____
_____

Cả luật liên bang và luật Tiểu bang đều bắt buộc phải thông báo cho Quí Vị thấu rõ về quyền hạn Qui Vị trong vấn đề này. Quyền hạn Quí Vị được nói rõ trong tờ tựa đề là "Procedural" Safeguards" đính kèm. Yêu cầu Quí Vị đọc kỹ tờ này trước khi ký tên và gởi hoàn lại chúng tôi tờ thỏa thuận.

Nếu Quí Vị có điều chi muốn hỏi, xin tự tiện liên lạc với văn phòng dưới đây.

Người để liên lạc:_____
Địa chỉ:_____
Điện Thoại:_____

BEST COPY AVAILABLE

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

CONSENT FOR PLACEMENT

Please sign and return this consent form to:

I have read and understand my rights regarding the proposed educational placement.

Check one:

_____ I give permission for the proposed placement.

_____ I do not give permission for the proposed placement.

_____ I request a conference to discuss this proposed placement before granting permission.

_____
Signature of Parent

_____
Date

_____
Name of Child

_____
Date of Birth

CONSENT FOR PLACEMENT

(CHINESE VERSION)

同意安置書

請簽名及寄回此同意書至

家長簽署：

日期：

學生姓名：

出生日期：

本人已閱讀並了解有關所提

議教育安置之選擇權利

請選擇下列一項：

□本人同意所提議之安置

□本人不同意所提議之安置

□在提權此同意書之前，本人

要求舉行一個會議，來討論

所提議之安置計劃。

CONSENT FOR PLACEMENT

(FRENCH VERSION)

CONSENTEMENT POUR PLACEMENT

Prière de signer et de nous envoyer ce formulaire de consentement à:

Jai lu et je comprends mes droits concernant le placement d'éducation proposé.

Cochez la case appropriée ci-dessous:

_____ Je donne la permission pour le placement proposé

_____ Je ne donne pas la permission pour le placement proposé

_____ J'exige une réunion pour discuter le placement avant d'octroyer la permission.

_____
Signature

_____
Date

_____
Nom de l'enfant

_____
Date de Naissance

CONSENT FOR PLACEMENT

(HAITIAN CREOLE VERSION)

FÒM KONSANTMAN

Tan pri, siyin fòm konsantman sa-a voyé tounin bay:

Mouin li é mouin konprann doua mouin nan afè mété timoun nan lékòl.

Mété yon koua nan yonn:

_____Mouin bay konsantman-m timoun nan koté nou di-a

_____Mouin pa bay konsantman-m pou mété timoun nan koté nou di-a

_____Mouin ta rinmin rankontré avè nou pou diskité anvan mouin ba nou konsantman mété timoun nan koté nou di-a

_____
Paran

_____
Dat.

_____
Non timoun nan

_____
Dat timoun nan fèt.

878-1231

150

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CONSENT FOR PLACEMENT

(PORTUGUESE VERSION)

CONSENTIMENTO PARA ESTABELECER O NÍVEL DO ESTUDANTE

Por favor assine e devolva este consentimento ao (à):

Eu já li e compreendi os meus direitos com relação ao sugerido estabelecimento do nível do estudante.

Marque um dos seguintes:

_____ Dou a minha permissão para o sugerido acima.

_____ Não dou minha permissão para o sugerido acima.

_____ Peço uma conferência para discutir o sugerido acima antes de dar a minha permissão.

_____
Assinatura dos pai / mãe

_____
Data

_____
Nome do estudante

_____
Data de nascimento

BEST COPY AVAILABLE

CONSENT FOR PLACEMENT

(RUSSIAN VERSION)

СОГЛАСИЕ НА МЕСТОНАХОЖДЕНИЕ РЕБЕНКА.

Пожалуйста, распишитесь и верните это согласие :

Я читал и понимаю мои права относительно предложенного учебного местонахождения ребенка.

Выберите одно:

_____ Я даю разрешение для предложенного местонахождения ребенка.

_____ Я не даю разрешения для предложенного местонахождения ребенка.

_____ Я требую встречи для обсуждения этого предложенного местоположения прежде чем дать разрешение.

_____
Подпись родителя

_____
Дата

_____
Фамилия ребенка

_____
Дата рождения

MIS-12141(08-78)

CONSENT FOR PLACEMENT

(SPANISH VERSION)

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

PERMISO PARA ASIGNACION DE CLASE

Por favor firme y devuelva esta planilla de permiso a:

Yo he leido y comprendo mis derechos con respecto a la asignacion de clase propuesta.

Marque una:

_____Doy permiso para la propuesta asignacion de clase.

_____No doy permiso para la propuesta asignacion de clase.

_____Solicito una conferencia para discutir esta propuesta asignacion de clase antes de ceder el permiso.

_____
Firma de los padres

_____
Fecha

_____
Nombre del niño o niña

_____
Fecha de nacimiento

FORM No. 879 12 4 9

MIS-12141 (03 78)

CONSENT FOR PLACEMENT

(VIETNAMESE VERSION)

TỜ THỎA THUẬN ĐỂ XẾP LỚP

Yêu cầu Quí Vị ký tên và gởi hoàn tờ thoả thuận nầy lại cho:

Tôi đã đọc và hiểu rỏ quyền hạn của tôi trong việc đề nghị xếp lớp học cho con tôi.

Đánh dấu một ô:

_____ Tôi cho phép về đề nghị xếp lớp.

_____ Tôi không cho phép về đề nghị xếp lớp.

_____ Tôi yêu cầu nên có một buổi họp để thảo luận trước khi cho phép.

_____
Chữ ký của Phụ Huynh

_____
Ngày

_____
Tên đứa trẻ

_____
Ngày sanh

DADE COUNTY PUBLIC SCHOOLS
EXCEPTIONAL STUDENT EDUCATION

- PARENT PERMISSION/RELEASE OF INFORMATION -

By signing this form, I indicate that I have read and understand the Instructions to Parents Regarding Services of the Home/Hospital Instructional Program, and I hereby give my permission for my child,

_____,

to be instructed in this program.

_____
Signature of Parent/Guardian

Date_____

I hereby give my consent for Dr. _____
to give any information concerning my child,

_____,

to Dade County Public Schools, Exceptional Student Education Department.

_____
Signature of Parent/Guardian

Date_____

Enclosure: Procedural Safeguards

MIS-21758 Rev. (07-78)

- PARENT PERMISSION/RELEASE OF INFORMATION -

(CHINESE VERSION)

DADE COUNTY 官立學校特殊學生教育

家長同意通知書

簽署此聲明書，表示本人已閱讀及明白有關在家裡或醫院所進行之教育計劃。本人並同意敝子弟_____接受此計劃之訓練。

家長或監護人簽署：_____

日期：_____

本人授權_____醫生將有關敝子弟之資料，供給官立學校特殊學生教育部門。

家長或監護人簽署：_____

日期_____

附件：行動係護法

MIS-21758 Rev. (07-78)

- PARENT PERMISSION/RELEASE OF INFORMATION -

(FRENCH VERSION)

AUTORISATION DES PARENTS/POUR DILVUGER IE S RENSEIGNEMENTS

En apposant ma signature au bas du présent formulaire, j'atteste avoir lu et compris les instructions donnés aux parents concernant les services du programme d'Education Foyer/Hôpital et je permets par la présente que : mon enfant _____ participe à ce programme.

_____
Signature des Parents ou Gardien

Date _____

J'accepte aussi par la présente que le Docteur _____ donne toutes renseignements concernant mon enfant _____ aux Ecoles Publiques du comté de Dade, Section d'Education d'Enfants Exceptionnels.

_____
Signature des Parents ou Gardien

Date _____

Ci-joint: Droits Légaux

- PARENT PERMISSION/RELEASE OF INFORMATION -

(HAITIAN CREOLE VERSION)

- PÈMISION PARAN/DOUA POU BAY INFÒMASION -

Mouin siyin fòm sa a, pou montré mouin té li é konprann instriksion pou paran yo sou arè sèvis nan program sou édikasion Lekay/Lopital yo, é konsa mouin bay pèmision pou pitit mouin,

_____

Kapab instri nan program sa a.

_____
Non Paran/gadiyin

Dat_____

Mouin bay konsantman - n pou Dr._____
bay dépatman édikasion pou timoun éspésial, nan Lékòl Dade County yo ninpòt infòmasion sou pitit mouin,

_____

_____
Non paran/gadiyin

Dat_____

Ladan-l gin: Doua Paran yo.

- PARENT PERMISSION/RELEASE OF INFORMATION-

(PORTUGUESE VERSION)

- PERMISSÃO DOS PAIS/PERMISSÃO PARA DIVULGAÇÃO DE INFORMAÇÃO

Ao assinar este formulário, eu indico que li e entendi as Instruções para os "Parents Regarding Services of the Home/Hospital Instructional Program," e eu, pela presente, dou minha permissão para meu filho.

_____,

ser instruido neste programa

_____

Assinatura do Pai/Tutor

Data_____

Eu, pela presente, dou minha permissão para o Dr _____ dar qualquer informação com referência ao meu filho,

_____

ao Dade County Public Schools, Exceptional Student Education Department.

_____

Assinatura do Pai/Tutor

Data_____

Incluso: Procedural Safeguards

-PARENT PERMISSION/RELEASE OF INFORMATION-

(RUSSIAN VERSION)

Дэйд Каунти Государственные Школы
Отделение для образования особых детей

РАЗРЕШЕНИЕ РОДИТЕЛЕЙ / РАСПИСКА В ПОЛУЧЕНИИ ИНФОРМАЦИИ

Подписанием этой формы я указываю, что я читал и понимаю инструкции для родителей относительно услуг по инструкторской программе на дому или в госпитале и этим самым я даю разрешение для моего ребенка, _____

быть проинструктированным по этой программе.

_____

Подпись родителя или опекуна

Дата_____

Настоящим я даю согласие для доктора_____

дать любую информацию относительно моего ребенка для Дэйд Каунти Государственных школ, в отделение для образования особых детей.

_____

Подпись родителя или опекуна

Дата_____

Приложение: Процедурные меры предосторожности

PARENT PERMISSION/RELEASE OF INFORMATION

(SPANISH VERSION)

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

AUTORIZACION DE INFORMACION

I hereby give my permission to:
Yo doy mi autorización a:

_____

_____

_____

to release information contained in the records of:
para dar información contenida en los records de:

_____ (Name of Person) (*Nombre de persona*)

_____ (Date of Birth) (*Fecha de Nacimiento*)

_____ (Mother's name at time of child's birth)
(*Nombre de la madre al tiempo del nacimiento del niño*)

_____ (Date of Treatment - year)
(*Fecha de tratamiento - año*)

_____ (Name of Attending Physician)
(*Nombre del Médico*)

Your address:
Su dirección: _____

Your telephone number:
Número de telefono: _____

Please return to:
Favor de enviar a:

FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM
Dade County Public Schools
3196 S.W. 62 Avenue
Miami, Florida 33155
Telephone: 667-7536

_____
Signature of Parent or Guardian
Firma del Padre o Guardián

229 _____
Date
Fecha

PARENT PERMISSION/RELEASE OF INFORMATION

(VIETNAMESE VERSION)

TỜ CHO PHÉP CỦA PHỤ - HUYNH

Tôi ký tên dưới đây nhìn nhận đã đọc và hiểu rỏ tờ Chỉ-thị cho Phụ - Huynh về các Dịch-vụ của Chương-Trình Bệnh-Viện và gia-đình" , và cho phép con tôi là

_____

được chương-trình trên hướng dẫn

_____

Chữ ký của phụ - Huynh/Giám hộ

Ngày_____

Tôi bằng lòng cho phép Bác sĩ_____

Thông báo hồ sơ của con tôi là

_____

Cho Trường Công Lập Khu Dade, Văn Phòng giáo Dục Trẻ em đặc-biệt.

_____

Chủ Ký của Phụ - Huynh/Giám hộ

Ngày_____

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF EXCEPTIONAL STUDENT EDUCATION

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

Date _____

Student's Name _____

Birth Date _____

I hereby authorize the mutual exchange of records regarding the above named child between the School District and (list of all schools, physicians, psychologists, hospitals, clinics, etc. that have had significant contact with your child):

Name	Address
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I certify that I am the parent or legal guardian of the above named child or that I am the student of majority age and have the authority to sign this release.

_____ _____
Signature

_____
Address

_____
City

Please return this form to:

Enclosure: Procedural Safeguards

Form # 878-1338 233 MIS-12128 (08-78)

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(CHINESE VERSION)

互換資料同意書

學生姓名：

出生日期：

茲授權學校地區及下列机構或人士互相交換有關上列子弟之記錄（包括所有學校、醫生、心理學家、醫院、診所等都必敬子弟有接觸記錄）

姓名：　　地址：

茲証明本人為上列子弟之家長或合法監護人，或本人已達法定學生之年齡，而有權簽署此聲明

簽名：

地址：

日期：

請寄回此同意書到：

附：「行動保護法」說明書

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(FRENCH VERSION)

CONSENTEMENT POUR L'ECHANGE MUTUEL D'INFORMATION

Date: _____

Nom de l'élève _____

Date de Naissance _____

Par les présentes j'autorise l'échange mutuel des rapports concernant l'enfant nommé ci-dessus entre le district scolaire et (liste de toutes les écoles, médecins, psychologues, hôpitaux, cliniques, etc. qui ont eu des contacts importants avec votre enfant):

Nom	Adresse
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

J'atteste être le parent ou le tuteur légal de l'enfant nommé ci-dessus ou je suis un étudiant majeur ayant l'autorité de signer cette autorisation.

_____
Signature

_____
Adresse

_____
Ville

Veuillez renvoyer ce formulaire à:

Ci-joint: Droits légaux

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(HAITIAN CREOLE VERSION)

FÒM KONSANTMAN POU INFÒMASION

Dat_____

Non timoun nan_____

Dat li té fét_____

Mouin bay konsant man-m pou kité moun sa yo, nan distri lékòl Dade yo, ouè dosié pitit mouin (Lis tout lòt lékòl, fizisyin, sikolojis, lopital, klinik ect ki ta va gin kontak ak pitit mouin:

Non	Adrès
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Mouin déklaré sé mouin minm ki paran o gadiyin légal timoun yo sot ni anlè a, osoua mouin sé yon élèv ki gin laj majè é mouin gin tout doua pou siyin fòm sa a.

_____
Non

_____
Adrès

_____
Vil

Tanpri tounin fòm nan bay:

Anndan-l : gin papié doua paran.

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(PORTUGUESE VERSION)

CONSENTIMENTO PARA TROCA MÚTUA DE INFORMAÇÕES.

Data_____

Nome do estudante_____

Data de nascimento_____

Por meio desta, autorizo a troca mútua de documentos, com neferência ao estudante acima mencionado, entre o School District e (lista de todas as escolas, médicos, psicologistas, hospitáis, clínicas, etc que tiveram contacto com o seu filho):

Nome	Endereço
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Certifico que eu sou o pai ou o tutor legal do estudante acima mencionado, ou que eu sou o estudante próprio com maioridade para assinar essa autorização.

_____
Nome

_____
Endereço

_____
Cidade

Por favor, devolva este formulário ao (à)

Adjunto: Direitos Legáis

BEST COPY AVAILABLE

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(RUSSIAN VERSION)

ФОРМА О СОГЛАСИИ ДЛЯ ВЗАИМНОГО ОБМЕНА ИНФОРМАЦИЕЙ

ДАТА _____

ФАМИЛИЯ СТУДЕНТА _____

ДАТА РОЖДЕНИЯ _____

Я уполномачиваю взаимный обмен записями относительно вышеуказанного ребенка между Школьным Округом и /перечислите все школы, врачей, психологов, госпитали, клиники, которые имеют значительную связь с вашим ребенком/:

ИМЯ	АДРЕС
_____	_____
_____	_____
_____	_____

Я удостоверяю, что я - родитель или законный опекун вышеуказанного ребенка или студент совершеннолетнего возраста и мне даны полномочия подписать этот документ.

_____
Подпись

_____
Адрес

_____
Город

Пожалуйста, верните эту форму:

Приложение: Процедурные мероприятия

BEST COPY AVAILABLE

MIS-12128(08-78)

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE

DEPARTAMENTO DE EDUCACIÓN ESPECIAL PARA ESTUDIANTES

PERMISO PARA EL INTERCAMBIO RECÍPROCO SOBRE INFORMACIONES

Fecha _____

Nombre del Estudiante _____

Fecha de Nacimiento _____

Por este medio autorizo el intercambio recíproco de información entre el Distrito Escolar y (lista de todas las escuelas, médicos, psicólogos, hospitales, clínicas, etc. que han tenido relación con su hijo/a) referentes al estudiante cuyo nombre aparece escrito arriba.

Nombre	Dirección
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Afirmo que soy el padre o tutor del estudiante arriba mencionado, o que soy un/una estudiante mayor de edad y tengo potestad para firmar este permiso.

_____
Firma

_____
Dirección

_____
Ciudad

Por favor devuelva esta planilla a:

Adjunto: Derechos Legales

MTS-12128 (08-78)

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

(VIETNAMESE VERSION)

TỜ THỎA THUẬN ĐỂ TRAO ĐỔI TÀI LIỆU

Ngày _____

Tên học sinh _____

Ngày sinh _____

Tôi ký tên dưới đây cho phép việc trao đổi hồ sơ liên quan đến đứa trẻ có tên trên đây giữa các trường trong quan Hạt (danh sách các trường, y sĩ, các nhà tâm lý học, biện viện, thương xá, v.v... có liên hệ nhiều đến con em Quí Vị):

Tên	Địa chỉ
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Tôi chứng thật tôi là phụ huynh hoặc giám hộ đứa trẻ nói trên hoặc tôi là học sinh đã trưởng thành và có quyền ký giấy cho phép nầy.

_____
Chữ ký

_____
Địa chỉ

_____
Thành phố

Xin gởi hoàn tờ đơn nầy cho:

Đính kèm: Tài liệu về thủ tục bảo mật

DADE COUNTY PUBLIC SCHOOLS
BUREAU OF EDUCATIONAL PROGRAMS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

Dear Parent:

It has been almost a year since _____ was placed in his/her current educational program. In order to evaluate how well suited the program is, we have scheduled a review (reevaluation).

The review will take place on _____ at _____

at _____

It is important that you participate in this review. If the scheduled time is not convenient please contact me immediately so that we might rearrange it.

The following procedures will occur at the review:

Within 10 days after the reevaluation you will receive notice of the findings and recommendations made.

It is very important that you be aware of and understand that you have the following rights. For your convenience, these are being enclosed and cover all procedural safeguards.

Should you have questions please feel free to call me at any time at _____.

Sincerely,

_____

_____
(Title)

Form # 878-1362

MIS - 12138 (08-78)

PEVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(CHINESE VERSION)

個別教育計劃之檢討

親愛的家長：

自從 年 月 日實行當前的教育計劃已將近一年，為了要知道此教育計劃是否有好處，我們已安排一個檢討會，此會將於 月 日 時在 學校舉行，閣下參加此檢討會是極為重要的，如對所定的時間感不便，請立即本人聯絡，以便另安排時間。

下到課程將在檢討會中進行：

在重新評價後十日內，閣下將會收到一份檢討後之結果及推薦通知書，最重要的是閣下在注意及了解，閣下有權作出決定為方便閣下起見，隨函附上「行動保護法」說明書。

閣下如有任何問題，請隨時打電話 ——— 本人聯絡

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(FRENCH VERSION)

REVUE DE PROGRAMMES D'EDUCATION INDIVIDUELS

Cher parent,

Il y a presqu'un an que _____ a été placé dans ce programme d'éducation. Afin d'évaluer si ce programme lui convient, nous avons arrangé une revue (re-évaluation).

Cette revue aura lieu le _____ à _____ à _____.

Il est important que vous soyez présent. Si cette date ne vous convient pas, je vous prie de me contacter tout de suite afin de pouvoir choisir une autre date.

La revue comprendra les formalités suivantes:

Dix (10) jours après la re-évaluation vous recevrez un avis des conclusions et des recommandations faites.

Il est très important que vous connaissiez et que vous comprenez vos droits légaux à ce sujet. Ces droits sont décrits dans le feuillet ci-joint.

Si vous avez des questions à poser, veuillez me contacter _____.

Bien à vous,

_____

_____
(titre)

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(HAITIAN CREOLE VERSION)

REVIZION PROGRAM POU EDIKASION
TIMOUN YOUN PA YOUN-

Chè Paran,

Gin prèské yon ané ké nou fé méte:_____
nan program édikasion sa a. Pou nou ka konnin valè program nan, nou té désidé pou nou voyé jé sou sa ki fèt déja.

Travay sa-a ap fèt lé _____nan_____
nan_____

Li inpotan anpil ké ou patisipé nan travay sa a. Si lè nou chouazi a pa bon pou ou, fè nou konnin é na antann avè ou pou yon lòt dat.

Min sa n-ap fè pou nou évalié sa ki fèt déja:

Nan 10 jou apré évaliasion sa a, n-a voyé yon lèt ba ou pou ou konnin rézilta yo ak rékòmandasion nou fè pou pitit ou a-

Li inpòtan anpil pou ou pran konsians é konprann doua ou. Pou ou ka alèz, nou méte yon papié nan anvlòp la ki pou ba ou ésplikasion sou tout sa ou doué fé pou pròp sékirité pa ou é pou pitit ou.

Si ou ta gin késion, méte ou alèz pou ou téléfoné nou ninpòt lè nan nimero sa-a:_____

Avèk tout kè nou,

_____

_____
(tit)

MTS-12138 (03-78)

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(PORTUGUESE VERSION)

REVISÃO DE PROGRAMAS EDUCACIONAIS ESPECIAIS

Queridos pais:

Já se passaram quase oito mese (ano) desde que_____
foi colocado (a) no programa educacional corrente. Para podermos avaliar a eficiência do programa nós marcamos uma revisão (reavaliação)

Esta revisão se dará em (no dia)_____no (na)_____
às_____

E' importante que os senhores estejam presentes nesta revisão. Se o dia ou a hora desta revisão não lhes é conviniente, façam o favor de cominicarem - se imediatamen conosco afim de que a mudemos para uma data mais conveniente.

A revisão se efetuará da forma seguinte:

Dentro de 10 dias, após a reavaliação, os senhores serão notificados dos resultados e das recomendações feitas.

E' muito importante que os senhores saibam e que compreendam quais são os seus direitos. Uma cópia desses direitos, e de como êles são utilizados, está incluida nesta.

Se têm alguma dúvida, por favor, comuniquem - se, a qualque hora com o telefone seguinte_____

Sinceramente,

_____

_____
(Cargo que ocupa)

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(RUSSIAN VERSION)

Проверка индивидуальных учебных программ.

Дорогие родители:

Прошёл почти год с того времени как: _____

был помещён в его текущую образовательную программу:

Для того, чтобы оценить насколько эта программа подходила мы составили расписание проверки.

Проверка состоится _____

в _____

Очень важно принять участие в этой проверке.

Если расписание неудобно для Вас, пожалуйста сообщите мне немедленно, чтоб мы могли изменить его.

Следующие процедуры найдут место в проверке.

В течение десяти дней после проверки Вы получите выводы и рекомендации.

Очень важно, чтобы Вы были уверены и понимали, что Вы имеете следующие права.

Для Вашего удобства это было приложено и покрыло все процедуры.

Если у Вас есть вопросы, пожалуйста, звоните мне в любое время.

Искренне, _____

_____

_____.

Титул. (должность)

MIS-12138 (08-78)

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(SPANISH VERSION)

ESCUELAS PÚBLICAS DEL CONDADO DE DADE
OFICINA DE PROGRAMAS EDUCACIONALES
DEPARTAMENTO DE INSTRUCCIÓN PARA NIÑOS EXCEPCIONALES

REVISIÓN DE PROGRAMAS EDUCACIONALES ESPECIALIZADOS

Estimados padres:

Han transcurrido casi un año desde que _____ fue ubicado(a) en el programa educacional al cual asiste. Para poder comprobar si dicha ubicación fue la adecuada, hemos proyectado una revisión (reevaluacion).

Esta revisión se llevará a cabo en _____

_____

Es importante que usted esté presente en esta revisión. Si la fecha y hora en que se efectuará dicha revisión no le es conveniente, haga el favor de comunicarse inmediatamente con nosotros para proceder a fijarla en otra oportunidad.

La revisión se efectuará en la siguiente forma:

Los resultados de la reevaluación se le notificarán dentro de los 10 días siguientes a la fecha en que ésta fue efectuada.

Es muy importante que usted conozca y comprenda cuáles son sus derechos al respecto. Estos derechos se explican en la planilla que se adjunta bajo el título de "Derechos Legales".

Si tiene alguna duda, sírvase comunicármela al teléfono _____.

Atentamente,

_____

_____
(Cargo que ostenta)

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAMS

(VIETNAMESE VERSION)

TÁI XÉT CHƯƠNG TRÌNH DẠY RIÊNG CÁC EM

Thưa Quí Vị Phụ Huynh:

Đã gần một năm từ khi _____
đã được xếp vào học chương trình này. Để lượng giá xem chương trình thi hành kết quả ra sao, chúng tôi đã dự định việc xét lại (lượng giá lại).

Việc tái xét sẽ bắt đầu ngày_____tại_____
_____

Buổi họp quan trọng nên cần được Quí Vị tham dự. Nếu thời gian dự định không thuận tiện cho Quí Vị, xin vui lòng liên lạc với tôi ngay để chúng ta có thể định liệu lại.

Những phương thức sau đây sẽ được đưa ra trong buổi họp:

Trong vòng 10 ngày sau khi tái lượng giá Quí Vị sẽ nhận được thông báo kết quả và đề nghị.

Vấn đề rất quan trọng là để Quí Vị biết và hiểu rõ quyền hạn của Quí Vị. Kèm đây là những tài liệu về vấn đề bảo mật và phương cách an toàn để Quí Vị tùy nghi sử dụng.

Nếu Quí Vị có điều chi muốn hỏi xin vui lòng gọi tôi bất cứ lúc nào số_____

Trân trọng,

_____

_____
(Chức vụ)

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APPENDIX III

SELECTED SPECIAL EDUCATION TERMINOLOGY IN SPANISH AND VIETNAMESE

SELECTED SPECIAL EDUCATION TERMINOLOGY IN ENGLISH AND SPANISH

1. *Acuity* - Accurate vision, hearing or speech.

   Acuidad - Visión, oído y hablo correctos.

2. *Association* - Relationship of one thing to another, word action, hearing to speaking, etc.

   Asociación - Relación de una cosa a otra, palabra o acción oído al habla, etc.

3. *Auditory discrimination* - The ability to distinguish slight differences in sound through the auditory channel (ear).

   Discriminación auditiva - La habilidad de distinguir pequeñas diferencias en el sonido a través del canal auditivo (oido).

4. *Auditory perception* - The ability to interpret or organize information (stimuli) received through the ear.

   Percepcioń auditiva - La habilidad de interpretar o organizar información (estímulo) recibido através del oido.

5. *Balance (developmental milestone)* - A skill learned in childhood, like balance needed to walk or balance needed to ride a bike.

   Balancear (etapas claves del desarrollo) - Una destrez aprendida en la niñez, como el balance necesitado para caminar o el balance necesitado para montar bicicleta.

6. *Basic sight words* - A child's stock of words that he can recognize and say automatically without having to analyze them.

   Palabras de reconocimineto visual - El almacenaja de palabras de un niño que él puede reconocer y decir automaticamente sin tener que analizarlas.

7. *Basic sight vocabulary* This is a specific list of words that are said to comprise 75% of all the words a child will encounter in his reading vocabulary (often called the Dolch word list).

   Vocabulario basico visual - Esta es una lista de palabras especificas que se dice componen el 75% de todas las palabras un niño encontrará en

su vocabulario de lectura (frequentemente llamdo la Lista de Palabras *Dolch*).

8. *Behavior modification* - A technique of changing human behavior based on the theory of operant conditioning. Careful observation of events preceding and following the behavior in question is required. The environment is manipulated to reinforce the desired responses, thereby bringing about the desired change in behavior.

   Modificación de comportamiento - Una técnica para cambiar el comportamiento humano basada en la teoría de acondicionamiento operante. Una observación cuidadosa del comportamiento en cuestión antes y despues es requerida. El ambienta está manipulado para reforzar la inclinación deseado, por lo tanto, llevando a cabo el cambio deseado en el comportamiento.

9. *Blend* - The combining of two letters into a sound in which each letter retains its individual sound (examples - br., st., pl).

   Mezcla - La combinación de dos letras en un sonido individual (por ejemplo - br, st, pl).

10. *Borderline* - Range that separates between mental retardation category and low average.

    Linea marginal - División que separa entre las categorías de retardación mental y bajo promedio.

11. *Chronological age* - This refers to the number of years (and months) the person has lived. It is often written in this manner: CA 6-1 (chronological age: 6 years, 1 month).

    Edad cronológica - Se refiere al número de años (y meses) que la persona ha vivido. Es a menudo escrito de esta manera: EC 6-1 (edad cronologica: 6 años 1 mes).

12. *Closure* - Coming to a completion of a task.
    Perceptual closure - Ability to see a whole from pieces (to demonstrate how a triangle is put together from pieces).

    Cierre - Aproximarse a la terminación de una tarea.
    Cierre perceptual - Habilidad de ver una forma entera viendo partes solamente (demonstrar como un triángulo es armado a través de sus partes).

13. *Computation* - Skill to add, subtract, multiply and divide problems (as opposed to written or oral word problems).

Cálculso - Destreza para sumar, restar, multiplicar o dividir problemas (opuesta a problemas escritos o orales).

14. *Conceptualization* - Ability to think abstractly and reason. For example, the ability to see likeness and differences.

Conceptualización - Habilidad para pensar en términos abstractos y razonar. Por ejemplo, la habilidad de ver similaridades y diferencias.

15. *Decoding* - A term used in reading to explain the process of transfering the written symbols to sounds and blending them together to make a word. It is *reading* but does not include understanding or comprehension.

Desciframiento - Un término usado en lectura para explicar el proceso de transferir los símbolos escritos a sonidos y mezclarlos para hacer una palabra. Es *lectura*, pero no incluye entendimiento o comprensión.

16. *Directionality* - The understanding of left, right, up, down, etc. in relationship to the body.

Dirrecionalidad - El entendimiento de izquierda, derecha, arriba, abajo, etc. con relación al cuerpo.

17. *Discrimination* - The ability to see or hear likenesses or differences, for example: hat-cat (difference in beginning sound), or from deb, ebd, bed, pick out *bed*.

Discriminación - La habilidad de ver o oir similaridades o diferencias, por ejemplo: peso-beso (diferencias en el principio del sonido), o de mano, noma, anom, seleccionar *mano*.

18. *Dyslexia* - A term used to describe a serious impairment in the ability to read. It has become a generally used word, and no longer makes an attempt to be a description of a condition that has any one specific cause.

Dislexia - Un término usado para describir un impedimento serio en la habilidad par leer. Se ha convertido en una palabra usada con mucha generalidad, y que no describe una condición que tiena una causa especifica.

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19. *Echolalia* - Repititious speech which may be meaningless.

Ecolalia - Repetición en la habla que puede que no tenga significado alguno.

20. *Educable mentally retarded (EMR)* - Those persons whose IQ's fall between 2 to 3 standard deviations from the mean.

Retardado mental educable (RME) - Aquellas personas cuyos cocientes de inteligencia (CI) caen entre 2 o 3 desviaciones standard por debaja del grupo promedio.

21. *Encoding* - The term used to describe the ability to express ideas in words (vocal encoding) or gestures (motor encoding).

Deciframiento - El término usado para describir la habilidad de expresar ideas en palabras o gestos (enciframiento motriz).

22. *Exceptional child* - A term used to describe any child who deviates from the "average" child in mental ability, physical characteristics, to the extend that he must be given special consideration in a school setting so that he may have the opportunity to develop to his maximum capacity.

Niño exceptional - Un término usado para describir cualquier niño que no sea "promedio" en habilidad mental, características físicas y de comportamiento, al extremo de que debe ser dada una consideración especial en el plantel escolar para que pueda tener la oportunidad de desarrollarse a su potenciál máximo.

23. *Expectancy age* - What a child might be able to do considering his ability and age.

Edad esperada - Lo que se espera que un niño haga de acuerdo a su capacidad y edad.

24. *Expressive language* - Ability to communicate and express self through words.

Lenguaje expresivo - Habilidad de comunicar y expresarse uno mismo con palabras.

25. *Figure-ground discrimination* - The ability to recognize a figure regardless of its surroundings stimuli (ground). It is assumed that this perceptual skill must be developed if a child can successfully cope with

much of his visual world.

Discriminación de figura - Sin importar el estímulo que lo rodea (fondo). Se asume que esta deztreza perceptual debe ser desarroladoa si el niño puede adaptarse con éxito a much de su mundo visual.

26. *Fine motor* - Ability to use small muscles such as in the hands.

Coordinación motora-fina - Habilidad para usar músculos pequeños, como los de las manos.

27. *Gross motor* - Large muscle control and coordination for such things as throwing or kicking.

Coordinación motoro-guerso - Control de músculos grandes y coordinación para tales cosas como tirar y patear.

28. *Hand dominance* - Refers to hand used by a person most frequently and easily to perform motor tasks.

Dominio manual - Se refiere a la mano mas frecuentemente y facilmente usada por una persona para realizar tareas motrices.

29. *Hand-eye coordination* - The ability of the hand and the eye to work together in order that a person can perform specific tasks. We usually designate abilities like writing, cutting, tracing, coloring, etc., as "fine eye-motor tasks."

Coordinación de mano y ojo - La habilidad que tienen la mano y el ojo para trabajar juntos para que una persona pueda realizar tareas específicas. Usualmente se designan habilidades como escribir, recortat, calcar, colorear, etc., como "tareas motrices finas."

30. *Haptic channel* - Learning through the senses of touch and feeling.

Canal táctico - Aprender a través del sentido del tacto y sentimiento.

31. *Hyperactivity* - Disorganized, disruptive or unpredictable behavior; over-reaction.

Hiperactividad - Comportamiento desorganizado, impredecible y desruptivo; sobre-reacción hacia estímulo.

32. *Hyperkinesis* - Extremely physically active.

Hiperquinesia - Extremedamente activo fisicamente.

33. *Hypoactive* - Low level of activity.

Hipoactivo - Bajo nivel de actividad.

34. *Impulsivity* - The tendency to act suddenly without sufficient forethought or care.

Impulsividad - La tendencia de actuar de repente sin suficiente reflexión o cuidado.

35. *Incoordination* - Difficulty in getting separate parts and senses of the body to work together, for example; learning to swim.

Incoordinación - Dificultad en conseguir que partes y sentidos separados en el cuerpo trabajen juntos, por ejecmplo: aprender a nadar.

36. *Instructional level* - The level of any area in which a child needs to be taught (he can not proceed alone because he does not have specific skills or enough knowledge to do so). We sometimes call the level at which he can work independently the "automatic level."

Nivel instruccionál - El nivel en cualquier área del cual el niño necesita que se la enseñe (no puede proceder solo porque no tiene suficiente destreza o conocimientos). A veces se le llama al nivel en donde ellos pueden trabajar independientemente el "nivel automático."

37. *Intelligence Quotient (I.Q.)* - Level of ability of a child to perform according to given tests.

Cociente de Inteligencia (C.I.) - Nivel de habilidad del niñc para ejecutar tareas de acuerdo con exámenes dados.

38. *Kinesthetic* - Any act that involves movement of body parts. Sometimes we use the term "kinesthetic *method* of learning" which simply means that some children do things with their bodies that appear to help them learn (such as tracing letters, words, counting objects, etc.).

Quinestetica - Cualquier acto que incurra movimiento de las partes del cuerpo. A veces usamos el término "metodo quinestético de aprendizaje" que simplemente significa que algunos niñnos hacen cosas con sus cuerpos

que los ayuda a aprender (como copiar letras, palabras, contar objectos, etc.)

39. *Language* - Manner of communication using symbols. It can also be verbal.

Lenguaje - Manera de comunicación usando símboles. También puede ser verbal.

40. *Laterality* - Preference for a side such as left or right.

Lateralización - Preferencia por un lado como izquierda o derecha.

41. *Long term memory* - Ability to remember information for an extended period of time.

Memoria - Habilidad de recordar información por un perído de tiempo extendido.

42. *Mental age* - The level of mental ability development. For example, a child of 5 may in fact have approximately the MA (Mental age) of 6. A child of 8 might be described as having a MA of 5, etc.

Edad mental - El nivel de desarrollo de habilidad mental. Por ejemplo: un niño de 8 años puede ser descrito como que tiene una EM de 5, etc.

43. *Multisensory* - Generally applied to training procedures that utilize more than one sense modality (as: reading a book while listening to a tape of the story).

Multisensorial - Generalmente aplicado a procedimiento de adiestamiento que utilizan mas de una modalidad sensorial (por ejemplo: leyendo un libro mientras escuha una grabación del contenido).

44. *Percentile* - A statistical measure expressing an individual standing in terms of the percentage of individuals falling below him.

Percentilo o porcentaje - Medida stadistica que expreso donde esta el individuo en término de percentaje y aquellos que caen por debajo.

45. *Perceptual dysfunction* - Refers to a disorder or abnormal functioning of a perceptual process.

Malfunctión perceptual - Se refiere a un desorden o funcionamiento

anormal de un proceso perceptual.

46. *Perceptual-motor skills* - A visual skill that presumes not only the ability to perceive symbols but the ability to perform the final written response.

Destreza motora-perceptual - Una destreza visual que presume no sólo la habilidad de percibir símbolos, pero también la habilidad de ejectutar una respuesta escrita final.

47. *Performance* - The ability to use hands to complete a task. How well someone does on a task.

Ejecución - Habilidad para usar las manos y la vista para completar una tarea. Cuan bien alguien puede hacer una tarea.

48. *Perseveration* - The continued repetition of a response, thought, word or action. The inability to shift with ease from one activity to another.

Perseveración - La repetición continuada de una respuesta, pensamiento, acción o palabra. La falta de facilidad de cambiar de una actividad a otra.

49. *Reading level* - The indication of the difficulty of reading material in terms of the grade level at which we would expect it to be read successfully.

Nivel de capacidad de lectura - La indicación de la dificultad en leer material en terminos de nivel de grado escolar en que se espera que se lea con exito.

50. *Readiness* - The term used to describe the levels necessary for a child to begin the reading process. The term "number readiness" is often used to describe this developmental level in math.

Disposición - Es el término que usamos para describir los niveles necesarios para que un niño comience el proceso de lectura. El término "disposición numeral" es frecuentemente usado par describir este tipo de nivel de desarollo en matemáticas.

51. *Reception* - The ability to receive information in such a way that it has meaning auditorally or visually.

Recepción - Habilidad para recibir información de una forma que tiene significado audiotiramente o visualmente.

52. *Reversal* - A transposition of letters (b for d, p for q, etc.).

Reversación - Una transposición de letras (b por d, p por q).

53. *Rotations* - The turning around of letters in words(example: p for d).

Rotaciones - Los virajes de letras en palabras (por ejemplo: p por d).

54. *Sequencing ability* - A skill that appears to involve memory: *auditory* sequencing ability to store and give back in proper order a series of things heard; *visual* sequencing ability to store and give back in order a series of things seen.

Capacidad de secuenciar - Una destreza que parece involver a la memoria. Secuenciamiento *auditivo* es la habilidad de guardar y devolver en orden apropriado una serie de cosas ya oídas. Secuenciamiento *visual* es la abilidad de guardar y devolver en orden apropiado una serie de cosas ya vistas.

55. *Short term memory* - Recall what was recently heard.

Memoria immediata - Habilidad para recordar lo que fúe oído recientemente.

56. *Slow learner* - A student who learns at a slower rate than other students and may require individual help.

Aprendiz lento - Un estudiante que aprende mas despacio que la majoria de los atros estudiantes y posiblemente necesite azuda individual.

57. *Specific language disability* - A condition present which prevents an individual acquiring easily or using language skills appropriate for his age and intelligence, and to which he has been exposed. It most frequently does not go hand in hand with specific *speech* defects or problems.

Impedimiento especifio del habla - Una condición presente que evita una persona acquiera o use facilmente destreza en el lenguaje que sea apropiado para su edad e inteligencia y al cual haya sido expuesto. Muy frequentemente no va mano a mano con defectos específicos o problemas con el habla.

58. *Temporal orientation* - The ability to find time and place in space, such as birthday, address, etc.

Orientación temporal - Habilidad de encontrar tiempo y lugar en el espacio, como cumpleanños, dirreciones, etc.

59. *Trainable Mentally Retarded (TMR)* - Those persons whose IQ's fall between 3 to 5 standard deviations from the mean.

Retardado Mental Adiestrable (RMA) Aquellas personas cuyos cocientes de inteligencia (DI) caen entre 3 y 5 deviaciones standard debajo del grupo promedio.

60. *Verbal expression* - Communication through the spoken word, with or without meaning, or through sounds.

Expresión verbal - Comunicación através de la palabra hablado, tengo o no significado, ó a través de sonidos.

61. *Visual channel* - Process of what one sees and receives a mental image of.

Canal visual - Proceso de lo que una persona vé y de la imagen mental que recibe.

62. *Visual discrimination* - The ability to discern fine differences visually. It is assumed that this skill must be developed adequately for reading success.

Discriminación visual - La habilidad de discernir diferencias finas visualmente. Se asume que esta destreza debe ser desarrollado adecadamente para leer exitosamente.

63. *Visual motor skills* - A skill related to the efficiency of the eye and hand or body in working together to perform tasks.

Destreza motriz - visual - Una destreza relacionada con la eficiencia del ojo y la mano o cuerpo cuando trabajan juntos para ejecutar tareas.

64. *Word attack skill* - Refers to the ability to take an unfamiliar word and use knowledge of letter sounds, syllables and general phonic rules to successfully pronounce the word. Word meaning or comprehension could be included.

Confrontamiento de palabras - Se refiere a la habilidad de tomar una palabra no familiar usar el conocimiento de los sonidos de las letras, silabas y reglas fónicas generales para poder pronunciar la palabra con exito. El significado de la palabra, o su comprension pueden estar incluídas.

GLOSSARY OF SPECIAL EDUCATION TERMS

Translated into Vietnamese by Tâm Dặng Wei

Ability Test	Bài trắc-nghiệm khả-năng; Bai thi để khảo-sát khả-năng.
Affective level	Trình độ hiểu biết.
Agnosia Agraphia	Sự thiếu Kém về một phương nhận định Mất-năng - Khiếu về viết
Alexia	Bệnh làm không biết đọc chữ.
Annual goals	Mục đích hằng năm.
Aphasia	Chứng không nói-được.
Aptitude	Năng-lực, năng khiếu.
Assessment	Sự phỏng-định học-vấn.
Auditory Association	Sự hội nhập bằng thính-giác (nghe).
Auditory Closure	Sự kết-hợp qua thính giác.
Auditory Blending	Sự chắp-nối qua thính-giác.
Behavior problems	Những vấn-đề trong cách cư-xử.
Central nervous system	Hệ-thống thần kinh trung ương; thần-kinh-hệ.
Closure	Kết-hợp.
Cognition	Năng-khiếu; Tri-thức.
Cognitive development	Sự tiến-hoá của năng-khiếu.
Communication disorder	Sự khó khăn về khái niệm.
Conductive hearing loss	Sự lãng tai; ống tai bị hỏng làm bớt nghe rõ.
Deaf	Điếc.
Deficit	Sự khuyết-điểm.
Dexterity	Sự khéo tay.
Diagnostic test	Bài trắc-nghiệm để chuẩn-đinh.

Directionality	Phương-hướng.
Due process	Theo thủ-tục.
Dyslexia	Sự khó-khăn về năng-khiếu biết đọc.
Emotional problems	Khủng khoảng về xúc-cảm.
Evaluation	Sự khảo-sát.
Expressive language skills	Năng-khiếu để biết bằng ngôn-ngữ.
Family	Thuộc về gia đình (ví dụ bệnh trong gia đình)
Figure-ground distance	Rối loạn về nhận-biết hình ảnh.
Grade equivalent	Trình độ tương đương, lớp học tương đương.
Grammatic closure	Sự kết-hợp văn-phạm.
Gross-motor test	Bài khảo -sát về vận-động mạnh.
Handicapped	Tật-nguyền.
Hearing impaired	Sự yếu kém về thính-giác.
Hyperactivity	Quá hoạt-động.
Integration	Sự quy-nạp.
Intelligence quotient	Chỉ số về trí thông-minh.
Language disorder	Sự rối loạn về ngôn-ngữ.
Laterality	Thuộc về một bên.
Learning disability	Sự khiếm khiếu về học vấn.
Learning handicapped	Sự thiếu khả-năng về học-vấn.
Least restrictive educational environment	Lớp học ít cản trở cho sự tiến-bộ về học-vấn nhất
Long term memory	Trí nhớ lâu.
Mainstreaming	Trở về lớp học chính (lớp học thường xuyên).
Maturational lag	Sự phân-cách về hiểu-biết.
Mentally gifted	Thông minh đặc-biệt.

Mentally retarded	Chậm tiến về trí thông-minh.
Minimal brain dysfunction	Hỏi bị loạn trí.
Neurophysiological	Thần-kinh về thể-chất.
Nondiscriminatory testing	Trắc nghiệm không phân-biệt.
Nonverbal testing	Bài trac-nghiệm không cần lời nói.
Perception	Sự trực-giác, trí-giác.
Perceptual disorder	Sự khó-khăn về nhận-định.
Performance test	Bài trắc-nghiệm dùng sự trình bày.
Personality test	Bài trắc-nghiệm về nhân-phẩm.
Phonetic	Âm ngữ học.
Placement	Xếp chỗ; ấn-định lớp học.
Position in place	Vị trí về nơi chốn (trong khong gian).
Program specialist	Người chuyên môn về chương trình học-vấn.
Range	Phạm vi.
Readiness test	Bài trắc-nghiệm về khả-năng biết đọc.
Receptive language	Ngôn-ngữ mà mình thâu nhận được.
Remediation	Sửa chữa.
School phobia	Sợ đi học.
Short term memory	Trí nhớ kém.
Social skills	Năng khiếu về xã-hội; về giao-tế.
Sound blending	Sự chạp tiếng.
Spatial perception	Sự nhận biết về nơi chốn.
Special class	Lớp đặc biệt.
Syndrome	Triệu chứng.
Tactile	Xúc giác (sờ mó).

Test	Bài trắc nghiệm; thử khả-năng.
Therapy	Phương pháp trị liệu.
Token economy	Kinh tế thực tế (!) Token = dụng phẩn thưởng cụ thể.
Treatment	Cách điều trị.
Verbal expression	Sự diễn tả bằng lời nói.
Visual association	Sự phối-hợp qua thị-giác.
Visual closure	Sự tổng hợp qua thị-giác.
Visually impaired	Sự yếu kém về thị-giác.
Visual perception	Sự nhận-biết bằng thị-giác.
Visual reception	Sự thâu-nhận bằng thị-giác.
Visual sequential memory	Ký ức liên tục bằng thị-giác.
Vocabulary	Ngữ-vựng.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
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